UNIVERSITY OF ARIZONA
39001008415906

AL PLANS
E
AMERICAN ARMY ABROAD

ANSON PHELPS STOKES

P.L.562-40M-5-3-18

R-8366-18

Digitized by the Internet Archive
in 2025

https://archive.org/details/educationalplans0000unse

EDUCATIONAL PLANS
for the
AMERICAN ARMY ABROAD

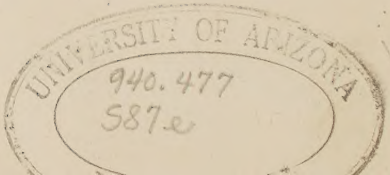
ANSON PHELPS STOKES
Secretary of Yale University

Being the Reports presented to and approved by General Pershing, with Supplementary Reports showing progress of the work, by Professor John Erskine of Columbia University and Professor Reginald Aldworth Daly of Harvard University.

ASSOCIATION PRESS
NEW YORK: 347 MADISON AVENUE
1918

Copyright, 1918, by
Anson Phelps Stokes

By Transfer
D. C. Public Library
JUN 7 1938



WITHDRAWN
333844

TABLE OF CONTENTS

INTRODUCTION 1

I. LETTERS OF TRANSMITTAL TO AND ACCEPTANCE BY THE COMMANDER-IN-CHIEF OF THE AMERICAN EXPEDITIONARY FORCES OF PROGRAM FOR EDUCATION IN THE AMERICAN ARMY ABROAD 11

II. ABSTRACTS PRESENTED WITH THE ORIGINAL REPORTS 15

III. REPORT GIVING APPROVED PLAN FOR WORK DURING THE WAR 17

IV. REPORT GIVING APPROVED PLAN FOR WORK DURING DEMOBILIZATION 31

V. REPORT OF PRELIMINARY ORGANIZATION OF EDUCATIONAL DEPARTMENT, Y.M.C.A., A.E.F. . . 41

VI. REPORT OF PROGRESS TO JULY 1, 1918, BY PROFESSOR JOHN ERSKINE, ACTING DIRECTOR, EDUCATIONAL DEPARTMENT, Y.M.C.A., A.E.F. . . 53

VII. REPORT ON AN EDUCATIONAL PROGRAM FROM THE POINT OF VIEW OF A HUT SECRETARY, BY PROFESSOR REGINALD DALY 67

VIII. REPORT ON CONDITION OF THE WORK OCTOBER 1, 1918 BY PROFESSOR JOHN ERSKINE 77

APPENDICES

I. Communications Showing Cooperation of French Educational Authorities in Plans Proposed by Y.M.C.A. 89

II. Brief Report on Educational Work of the Y.M.C.A. in the British Army 92

III. Report by President Tory on "An Educational Programme for Canadian Soldiers Overseas." . . 96

IV. Personnel and Plans of Educational Organization . 115

V. Programs of First Two Educational Conferences Y.M.C.A., A.E.F. 119

VI. Authorized Announcement Regarding Work of the Army Educational Commission 122

136370

INTRODUCTION

During the last week in August, 1918, the following cable was received from Edward C. Carter (B.A., Harvard, 1900), the far-sighted Chief Secretary, Y.M.C.A., A.E.F.:

> "Recruit 600 men teachers as well as organizers in all educational fields, especially History, American and European Institutions, Technical Subjects."

The number of men asked for from our colleges and public schools is very moderate in view of the fact that the Army Educational Commission has to provide for the immediate educational needs of an army of 2,000,000 men. The proportion of these eager to pursue some studies in evening hours when at training camps and other places back of the lines, both as a change from military routine and in preparation for life's work on return to America, is much larger than our people at home realize. Army Headquarters in France firmly believes, as will appear in this volume, that an educational program can do much to maintain and stimulate the morale of these men today and that it will be essential to prevent the long period of demobilization from being a period of demoralization. The demand for classes and lectures will, of course, increase enormously when peace comes, but whether this be near or far off, the need of supplying both teachers and textbooks is immediate. The former will be drawn mainly from the Army itself—those sent from this country being employed as supervisors, administrators, and normal teachers.

This message, indicating that the time has come for an intensive campaign to secure educational leaders for the American Army abroad, the frequent requests for information from various sources, and the appearance in the daily and periodical press of many inaccurate, incomplete, and unauthorized statements of the Y.M.C.A.'s overseas educational plans have made the publication of this little volume necessary at the present time.

The winter—now only two months off—almost always supplies a better educational opportunity than the summer. This general rule holds good in the armies abroad. Weather conditions greatly reduce military operations during the

colder months, and the shorter days make the soldier who is not actually at the front turn to the Y.M.C.A hut for recreation, and a mental change from military routine. So the present seems an opportune time to bring these reports on educational work in our Army abroad to public attention, especially as the recent announcement by the Chief of our General Staff that the war can be won by the Allies in the year 1919, carries with it a twofold challenge to educational leaders. In the first place, education must render the largest possible service to fit the American soldier for the supreme military test of the coming year, and in the second place, it must be prepared to provide instruction on a large scale in our overseas army just as soon as demobilization sets in, so that our soldiers may return home more adequately trained for the business of life. The first is the more immediate problem, the second the more difficult and the more significant educationally. The two tasks are intimately connected. The emphases will differ in the two periods, but mental discipline, Americanization, the understanding of current events, and training for unselfish service should mark the instruction at all times. The Allied nations are all grappling with these questions of education for soldiers on a large scale, especially Canada, Australia, and New Zealand, whose troops far from home face conditions not dissimilar to our own. An abstract of the Canadian plan for the "Khaki University" is published in an appendix. It is of special interest, as, like the plans outlined in this report, its foundations are already being firmly laid.

That the right kind of education makes of any man a better soldier and a better citizen can hardly be denied by any thoughtful person. And yet few people have realized the entirely new and extensive educational opportunity placed before our country by our entrance into the European War. The United States Government has already over one and a half million soldiers in Europe, and if transportation proceeds at the same rate, and if the war continues, twice this number will be overseas next spring. Now it must be remembered that the overwhelming majority of these men are in their youth and early manhood, and con-

sequently of an age when the training of faculties and the acquisition of facts, ideals, and capacities, are still relatively easy. Here, then, is a wide field for educational effort, involving one of the heaviest responsibilities ever placed upon educational leaders. To supplement the disciplinary value of military life and the quickening and broadening influence of living abroad, there are evidently two necessities: the first and more pressing is to provide instruction, supplementary to military requirements, which will make soldiers better fighters; the second is to prepare for the period of demobilization by organizing educational facilities on a large scale in the Army, so as to fit its members during the long period of demobilization abroad better to take their places on returning as workers in a modern democracy.

In both periods those responsible for the work should bear specially in mind the driving home of lessons which the life of the French people themselves suggests. Their courtesy, their thrift, their love of the soil, their thoroughness, their appreciation of the beautiful—these and other characteristics should all be pointed out to our soldiers, both so as to make them appreciative of their allies, and to teach them truths of permanent educational value.

The problem is beset with many difficulties, but the need is so great that they can and will be met, so that the Army may reverse the general experience of history by returning its men to their homes with an improved mental and moral equipment and with technical training to assume the responsibilities of life in such a way as to advance the common welfare. The movement, in keeping with the spirit of the time, will be largely judged by the social values it produces, by the capacity of the education afforded to make the citizen-soldier of larger value to the State. In other words, we must provide not only individual training but a socialized education. The opportunity is a challenge to the imagination and resources of the American nation, confronted by a task of rare complexity—that of putting to school in a foreign country a body of young men about twenty times as large as was enrolled prior to the war in all the colleges of America, and about four times as large as the enrolment of boys last year in all of our high schools.

In fact, the task is so tremendous that were not most forms of education state and private, rather than federal matters in America, and were not the War Department now rightly engrossed, in so far as Europe is concerned, with the military problem, the work should be undertaken directly by the Federal Government itself. Indeed, it probably will assume such large proportions when demobilization begins that government cooperation, and perhaps direct government control and responsibility, will ultimately be necessary. Fortunately the Army itself, under the 18 to 45 military service regulations, contains thousands of men drawn from the teaching profession, and these with the secretaries and buildings which the Y. M. C. A. and other agencies can provide should furnish the nucleus out of which a large public school system may be developed to meet the needs of the period of demobilization. The machinery of the Officers' Training Schools in France might easily be adapted in some cases so as to provide Normal Schools. This would help to supply the Army with teachers, who would in turn strengthen the educational forces of the United States on their return. The Army Educational Commission, in accordance with the plans approved by General Pershing and here outlined, has been created by the War Work Council of the Y.M.C.A. to direct this vitally important work. It consists of Professor John Erskine of Columbia University, and Superintendent Spaulding of the Cleveland Public Schools, both already abroad, together with President Butterfield of the Massachusetts Agricultural College who is soon to join them.

The Commission is well organized, with Professor Erskine as Chairman, and with Professor Algernon Coleman, of the Romance Language Department of the University of Chicago as Executive Secretary. In this country Professor Strayer of Columbia University, the President of the National Education Association, is the Home Director of the Commission, with offices at Y.M.C.A. headquarters, 347 Madison Avenue, New York City. He will endeavor to coordinate the work being done in the camps abroad and at home, to supply the needs of the Commission, both as to personnel and educational equipment, and to keep it

informed as to the educational needs of returning soldiers, especially in the field of industry.

The Commission has secured Paris headquarters at 10 Rue de l'Elysée, near the headquarters of the Y.M.C.A. It shares this central and commodious building with the American Library Association, which is rendering cooperation of an invaluable character. I am glad to take this opportunity of expressing appreciation of the very efficient help rendered by Dr. Raney, the Librarian of Johns Hopkins University, who visited France last winter in the interest of the A.L.A. As a result of the excellent arrangements which he made with the cooperation of the Librarian of Congress, 800,000 volumes have already been sent overseas, where they are distributed in Y.M.C.A. huts, Red Cross hospitals, and other suitable places.

One factor of possible educational importance has developed considerably since I left France in April—namely, the Knights of Columbus. This is now extending its work in the larger centers with much energy and ability, devoting itself especially to the needs of Catholic young men. Its staff is still only about one-tenth that of the Y.M.C.A. abroad, but it is growing rapidly, and some of its secretaries will doubtless be available later as teachers. It is unfortunate in some respects that this excellent organization and the Y.M.C.A., both of which offer their privileges to men irrespective of their church connections, should not have combined for service abroad, but fortunately they are both under such broad leadership that at least the most hearty cooperation of the Knights with the Association in its educational program can be confidently expected, especially as the Army Educational Commission has purposely left religious instruction out of its program.

The reports do not deal with the educational needs of the Navy, which their author unfortunately had not time to study at first hand, but the requirements of our sailors should be carefully taken into account either by the Educational Commission already appointed, if this should be approved by Admiral Sims, or by some other agency. My investigation had to do primarily with France, where the overwhelming majority of our overseas troops are now and

will continue to be until they return to America. The educational needs of the troops in Italy and England will also be cared for by the Commission—the work in England having been already begun under the direction of Mr. Gustav White, for many years a successful Y.M.C.A. Educational Secretary, whose contribution to the educational problem of prisoners of war has been important.

To realize the educational opportunity even during the war it must be remembered that seldom as much as one-third of a modern army is at any given moment at the front, where obviously there is neither time nor inclination for classes or lectures of any consecutive character. According to the published figures of the War Department, about three-quarters of the American troops in France were, in July, back of the line. They were in training camps, divisional centers, base ports, or other places relatively far from the trenches, in most of which educational work of a voluntary character can be profitably carried on during the evening hours, especially during the long winter months. And the work thus begun and planned to meet the educational needs of a citizen army being fitted for effective warfare, will be developed after the war is over to meet the needs of an army soon to be returned to civil life. The latter process will require not only instruction in the duties of citizenship, and in the ordinary branches of knowledge, but vocational and industrial training carefully adjusted to meet the economic and industrial needs of the nation, whose whole life will be profoundly affected by the return of several million men to the various trades and professions. If they can help make the world safe for democracy by a victory over German militarism and can then return home better fitted by education to take their part intelligently in solving our nation's great social and industrial problems, the United States will not have entered the war in vain.

The responsibility is increased when we realize that most of the leaders of public opinion of the next generation are in the Army or Navy. These men, who have fought and suffered in a great cause, will wish to return to make America worthy of the efforts they have expended. But this involves not only the wish to make the world a better place

to live in, but the mental discipline, the knowledge, and the skill needed to realize in national life the ideals of democracy and freedom for which the Allies entered the war. It will, therefore, be the high task of the Army Educational Commission to have its whole program permeated by the thought of public service. Never before has such an opportunity been presented to the United States—for here is a chance to put about 3,000,000 men to school under the same direction and at the same time. The experience of the Committee on Education of the War Department with the War Issues Course, started for 150,000 soldiers in 400 colleges this past month, gives a slight idea of what might be accomplished by a broad "Reconstruction Issues Course," if wisely prepared now and adopted throughout the Army during demobilization. This matter should be placed in charge of a special committee of our most thoughtful and competent economists, social workers, publicists, and forward-looking men of affairs.

The major part of the instruction outlined in these reports is given and will continue to be given in Y.M.C.A. huts, of which about 1,000 have already been erected in France. These long, low wooden buildings, which will accommodate from 600 to 1,000 men in their auditoriums and about thirty in each of their one or two "quiet rooms," are so well known that a detailed description is unnecessary. It is, however, worth pointing out how broad and varied their use has become. In the average American camp in the country districts of France the auditorium of the Red Triangle hut supplies the soldiers with the following simple facilities: a club, with billiard tables, writing desks, and games; a canteen, with its combination of store and cafe, where the soldier buys his tobacco, chocolate, shoe-strings, playing cards, shaving soap, sandwiches, and various personal necessities and camp luxuries; a gymnasium, with its facilities for boxing matches, tugs of war, basket ball, etc.; a church, with its union services and its special services when desired for Catholics and for Jews; a theater, with frequent dramatic exhibitions and "movies"; a home, with warmth and light—often highly appreciated luxuries—and the friendship of the hut Secretaries and of a splendid group

of women of sense and quality—the canteen workers; a library, with its circulating fiction, books of general literature and reference works; and, last to become finally established but destined ultimately to be the most important of all, a school, with classes fitted to meet the needs of the Army for better disciplined minds, for knowledge of fundamental importance, for technical skill, for an understanding of the great issues of the day and of the responsibilities they place upon soldiers as members of the Army and as citizens.

My reports, which form the major part of this small volume, were prepared in France in February last while I was engaged in important work in connection with the American University Union in Europe. They were, however based on a study of actual conditions of camp and barrack life in the British, French, and American Armies and upon a large amount of thought and inquiry. I am adding very encouraging and interesting reports from Professor Erskine, whom I was particularly glad to have selected as my successor as Director of the Educational Work of the Y.M.C.A., and from Professor Daly of the Educational Department Staff, whose actual experience as a Hut Secretary makes his comments and suggestions of special value.

It should be remembered that the reports in this volume were all prepared for the consideration of the Army and of the Y. M. C. A. authorities. They were written in the midst of other pressing duties, and without thought of publication. They deal only with the fundamental problems involved in starting an extensive educational movement under war conditions. Brevity of statement was essential to consideration by military men engrossed in their immediate tasks, so it did not seem advisable to discuss in any detail the courses of study to be provided, except those whose military value was capable of proof. The important thing was to show the significance of educational work in the Army and to devise the main lines of a plan for its development. Fortunately six months' experience, although it has brought many new and useful suggestions regarding the work, has shown no weakness in the plan as a whole, and no important change in organization or method is suggested.

It is hoped that the printing of these reports may result in attracting men of large capacity for educational leadership and teaching to the important enterprise which they describe, and that they may increase an intelligent activity in preparing to meet the reconstruction problems of demobilization. The reports and documents are printed as originally prepared, except for the numbered footnotes which are explanatory additions. In presenting them for publication I wish to express my special thanks to Professor Nettleton, Director of the American University Union in Europe and to M. Petit Dutaillis, Director of the "Office National des Universités et Ecoles Françaises," whose aid in securing the cooperation of the French educational authorities in the working out of these plans proved invaluable. I also wish to place on record my special appreciation of the favorable attention given to the plans here outlined by General Pershing, and by Lieutenant Colonel James A. Logan, Jr., Chief of the Administrative Section of the General Staff, Lieutenant Colonel Frank McCoy, Military Secretary of the General Staff, and Bishop Brent, Chairman of the Board of Staff Chaplains, whose sympathetic attitude was both encouraging and helpful.

ANSON PHELPS STOKES.

Secretary's Office,
Yale University,
October 1, 1918.

I. LETTERS OF TRANSMITTAL TO AND ACCEPTANCE BY THE COMMANDER-IN-CHIEF, A.E.F., OF PROGRAM FOR EDUCATION IN THE AMERICAN ARMY ABROAD

Letter Under Date of February 16, 1918, from Mr. Stokes to Mr. Carter, Chief Secretary, Y.M.C.A., A.E.F.

I submit herewith the two memoranda outlining plans for Educational Work in the American Army in France during the period of the war and during demobilization, prepared at the special request of the War Work Council of the Y.M.C.A. with your advice and cooperation. I trust that you may see fit to transmit these to the Commander-in-Chief, A.E.F., with your approval, with the understanding that they represent merely brief preliminary surveys and that the plans outlined are as stated in each, "subject to modification as a result of further experience or of the requirements of the military authorities."

If these memoranda meet in general with the formal approval of Headquarters, A.E.F., I shall be glad to follow out your request that I cable for leave of absence to remain here for a couple of months with the Y.M.C.A. so as to get the organization of the new department started, with the cooperation of the Library, Lecture, and other Bureaus which have already done such important work under your general direction.

With much appreciation of your highly valued help in the preparation of this report, I am, Sir, etc.

Letter Under Date of February 18, 1918, from Mr. Carter to the Commander-in-Chief through Colonel Logan, Chief Administrative Section, General Staff

1. At our request Professor Anson Phelps Stokes of Yale University has made a study of the educational needs and opportunities of the A.E.F., Y.M.C.A. He has now submitted his report in two sections. The first deals with the

plan of work during the war; the second is a preliminary plan for work in France during the period of demobilization. I enclose herewith a copy of both the first and second sections of the report. You will note that each section is preceded by a one-page abstract.

2. If they meet with your approval, I am to ask that you submit these reports to the Commander-in-Chief.

3. In order that we may get on with the job I would appreciate it if you find it possible to telegraph or write me indicating that the Commander-in-Chief approves in general of the main outlines of the report and would be pleased if we could secure immediately as at the head of our Educational Department, Mr. Anson Phelps Stokes, and eventually secure three permanent commissioners such as President Finley,[1] Dr. Vincent, and Professor Egbert.

Telegram of February 28, 1918, from Colonel Logan to Mr. Carter

Commander-in-Chief approves in general of the educational scheme outlined in Stokes' report. Certain modifications in detail will be necessary, especially with regard to having educational supervisors attached to division headquarters. This is not desirable as these headquarters must be as nearly as possible tactical units solely. The character of the men whom you expect to get for this work seems to insure its successful operation.

Letter of March 5, 1918, from Colonel Logan to Mr. Carter

1. I am directed by the C.-in-C. to acknowledge receipt of the extremely interesting project prepared by Mr. Anson Phelps Stokes. The C.-in-C. is interested in this matter and is very much pleased with the comprehensive report which Mr. Stokes has submitted, in which he outlines the objects of this educational project.

---

[1] President Finley accepted this appointment, but his duties as Chairman of the Red Cross Commission to Palestine have prevented his qualifying as a member of the Educational Commission. He is, however, a member of the important "Committee on Overseas Educational Work" of the Y.M.C.A.

2. The C.-in-C. approves the project in principle and has directed that proper facilities be given for this work throughout this Command.[2] As already telegraphed, the only important change that will have to be made in this project will be by transferring the functions that he has assigned to the Educational Director of each Division to an agency of the Y.M.C.A.[3] This is necessary as military reasons make it a paramount necessity to restrict all operations at Divisional Headquarters to those exclusively connected with combat.

By order of the Commander-in-Chief,

JAMES A. LOGAN, JR.,
Lt. Col. G.S., A.C. of S.

---

[2] Tentative orders have been drawn up by the Training Commission A.E.F. involving the appointment from the Army of "School Officers" to assist the Y.M.C.A. in carrying out these plans and other important features. This Commission, "GS" which functions under the Assistant Chief of Staff of the General Staff, includes under its many duties the following: General direction and enunciation of the doctrine of instruction and training throughout the Command; coordination of school training and that imparted to the troops; inspection of schools and methods of instruction. The formal orders will be issued by the Commander-in-Chief this autumn, whenever the Army Educational Commission believes that its personnel and equipment are adequate to carry out instruction on a large scale.

[3] It was always contemplated that this position should be filled by an agent of the Y.M.C.A. (See page 29).

II. ABSTRACTS PRESENTED WITH THE ORIGINAL REPORTS

A. Plans for Work during the War

I. Object and Fundamental Considerations

Educational work in the Army during the war must stand or fall on its ability to make the soldier a better soldier and fighting man. It must be subject to military approval and subordinate to military necessity.

II. Military Need and Demand for Educational Work

Experience shows that the average soldier back of the front has the time in the evening and the inclination for attending educational classes. The greatest need and demand is for instruction in French, Causes and Progress of the War, History and Ideals of Leading Nations Involved, etc. Such instruction showing the true character of the democratic French and British nations as opposed to imperialistic and militaristic Germany will help the soldier to fight with the earnestness based on the conviction of the justice of his cause.

III. The Y.M.C.A.'s Responsibility to the Army for Providing Larger Educational Opportunities

It alone has the quarters, the personnel (over 1,000 Secretaries) and the official army recognition, with the responsibility involved, to carry on "educational activities."

IV. Necessary Machinery for Instruction

This considers the question of Class-rooms, Teachers and Courses, Books and Apparatus, and Schedules. Emphasis is laid on securing occasional lecturers of distinction on the war, and on French classes taught by the direct method.

V. Organization for Educational Work During the War

B. Plans for Work during Demobilization

I. Importance of the Problem

As demobilization will probably take at least a year,

owing to the difficulties of transportation and of international security, it will present educational problems and opportunities. When the motive of war preparation is over conditions will be demoralizing, unless a new motive, that of preparation for citizenship and for the business of life, is substituted. It is hoped that the Army, after meeting its routine military duties, can devote most of its time to work at post schools.

II. Fundamental Consideration as to Scope of Work

Owing to the representative character of the National Army, all grades of instruction must be provided to meet the needs both of the illiterate and of the man who has interrupted his professional training to enter the war.

III. Organization Needed to Meet the Educational Needs of Demobilization

The framework of organization will be the same as outlined in memorandum No. 1 for the period of the war, but it will be much expanded, and will require the cooperation of the French and to some extent of the English educational authorities. With this object in mind, the Army Educational Commission should appoint representative American educators as liaison officers in each of the ten or twelve educational districts affected, who shall represent the Commission in dealing with army officers, and Y.M.C.A. secretaries, and with the officers of technical schools, laboratories, universities, etc., whose privileges may be made use of.

IV. Lines of Work During Demobilization

Post schools developed, with the help of correspondence courses, to meet the educational needs of the rank and file of soldiers, courses in knowledge essential to citizenship being emphasized, as well as in industrial training. Furlough privileges to be given specially to men of distinguished war records, who can be spared by the military authorities, to attend courses at local French technical schools and universities, or at British institutions.

III. REPORT GIVING APPROVED PLAN FOR WORK DURING THE WAR

Educational Memorandum No. I

The undersigned was duly appointed to "represent officially the National War Work Council of the Young Men's Christian Associations of the United States on this special trip to Europe in order to study the needs and opportunities for educational work among the men in military service in connection with the American forces—not only during the war, but during the period of demobilization." [1] On the basis of this appointment and as Chairman of the Board of Trustees of the American University Union in Europe, he submits the following report with the approval of Mr. Carter, Chief Secretary of the Y.M.C.A. American Expeditionary Forces. It has been prepared after visiting about twenty American camps and bases of different types in France, and after many interviews with officers and soldiers of the army, and officers of the Red Cross, and of the Y.M.C.A. The memorandum will deal entirely with army educational work now and in the immediate future, that is, during the period of the war.

I. Object and Fundamental Considerations

The primary and immediate purpose of the educational work advocated in this memorandum is to help the army win the war, the secondary object is to help the army fit men better to discharge their duties as citizens on their return to America.

The following fundamental principle is accepted as controlling the discussion—Educational work now and in the near future must be mainly directed towards increasing the character and effectiveness of the soldier as a member of an army called by the American republic to fight a righteous war for freedom against the ruthless autocratic government threatening the safety of all democracies. The work must *stand the acid test of whether or not it will improve the military*

[1] The letter was from Dr. John R. Mott, one of the first Americans to grasp the educational opportunity of the Y. M. C. A., A. E. F.

efficiency and the fighting edge of the individual soldier. In a word, education in our camps must during the war be coordinated with the training of soldiers as soldiers, and must be subordinated to military necessity. This principle carries with it two corollaries.

1. The work must generally be conducted in the late afternoons or evenings at times that do not conflict with any military duties and that would otherwise be at the free disposal of the soldier. It will consequently be voluntary in character.

2. The work must be subject to the approval not only of Headquarters A.E.F. but also of local commanding officers.

By "educational work" is here understood all work outside of the field of military study and training, designed to have a helpful effect on the mind and the mental attitude of the soldier—omitting from consideration all religious activities, which are already being well provided by chaplains, the Y.M.C.A., and other agencies, and the work of the Physical and Entertainment Departments.

The field to be considered is the American Army in France until the close of the war, with special reference to the development in it of larger educational opportunities for enlisted men. This memorandum will not deal with two important and closely related factors—namely, (a) education in the training camps in America and on the voyage over, and (b) education during the period of demobilization.[2]

II. Military Need and Demand for Educational Work

The well-nigh unanimous testimony of those consulted is that there is an immediate need and demand for more educational opportunities in the American Army abroad, and that the experience of British and Canadian troops is

[2]The first requires the same general type of instruction as is proposed for France, the second requires a much more extensive program, which should receive the attention of the leading men in the field of American education, for demobilization, whenever it comes, will be a long process both at home and abroad, and one of extraordinary significance, which must be planned for in advance if suitable and adequate educational advantages are to be given our soldiers.—Footnote to original report.

that the need will increase rather than diminish as America plays a larger part in the war. In this connection four fundamental questions require answers before any educational plan can be intelligently discussed. They are the questions of (1) Time, (2) Inclination, (3) Specific Demands, and (4) Military Results.

1. "*Have the soldiers who are not actually at the front time after meeting their military duties, to attend educational classes?*"

The answer is "Yes." As the intensity and complex character of modern warfare does not permit the majority of the members of an army to be in the front line trenches at the same time, most of the soldiers are living under conditions where some study is possible. There is, as a rule, adequate time in the late afternoon and evening. Conditions vary in different camps, but generally there is about an hour before supper in the evening and at least two hours after supper without regular duties. In almost all camps the Y.M.C.A. huts are packed with men reading, writing, enjoying entertainments, or talking, from before six until eight-thirty or later in the evening. Officers have relatively little leisure owing to the necessity of intensive military study and routine duties, but many find time to take special French lessons.

2. "*Have soldiers the inclination to make use of educational advantages when offered?*"

The answer is "Yes" if the educational opportunities are of a type suited to their needs. The writer can speak from personal experience of the keen interest which the men always give to a half hour's straight-forward presentation of the causes of the war, or the reasons why America is helping France, England, and their Allies at this time. His testimony is the same as that of all others who go to the camps with any vital message and with any power of presenting it clearly and simply, and is sustained by the experience in the British Zone where a much more extensive educational program is being carried out. The number of men who have specially asked for French classes and other types

of instruction is also significant. Every Y.M.C.A. hut aims to keep one evening free as an "educational night," and most Secretaries believe that soldiers like it when another evening has at least some educational feature introduced.

3. "*For what types of work is there the most immediate demand?*"

a. *Instruction in French*[3] so that the men may make their wants known, and understand and get along well with the people among whom they are living and working. To gain this knowledge involves a mental drill of value, and provides a useful tool which will help a soldier to work sympathetically, effectively, and intelligently with his French allies, and incidentally make his stay in France of the largest permanent educational significance. In one camp about 200 men (including those in hospitals) have enrolled for French instruction in paid classes. In several other camps about 100 men are enrolled under similar circumstances. Wherever suitable classes are provided students are forthcoming, whether the instruction is free or charged for. The demand is unmistakable and will increase as it is encouraged by adequate opportunities for instruction.[4]

b. *Lectures on the Character and History of the French and English People.* The object of these lectures should be to acquaint men with the true character and history of the French and English people. The average soldier arriving at a French port, and brought to a camp in some small village in a troop train of cattle cars or third class compartments, has no opportunity to understand France. He is likely to see and hear about the worst

[3] The military authorities abroad realize so keenly the importance of modern language study that an Inter-allied Commission has been appointed, called the "*Commission de l'Enseignement des Langues Vivantes dans les Armées Alliées.*" Of this commission General Marillier is President. Professor Erskine, Chairman of the Y.M.C.A. Army Educational Commission, is one of the two non-military members.

[4] Statistics show that by October 1, 1918, the number of members of the A.E.F. enrolled by the Y.M.C.A. in French classes of various types had increased to about 200,000.

rather than the best side. He will be much more sympathetic with his French and English allies and prove more effective as a fighting man if he realizes their true character, the political and social ideals which have dominated them, and the difference between these and those of imperialistic Germany. The importance of appreciating the fundamental unity of democratic purpose among the great nations on the western front should be emphasized, both for the sake of a united front, and because of its bearing on the future peace of the world.

c. *Instruction in the Causes of the War and of America's Participation.* Questionnaires at several camps show that a large proportion of men have no adequate conception of the reasons for the war.[5] This means a great loss of efficiency, for no intelligent man can be a good fighter unless he is thoroughly convinced of the justice of his cause and of the supreme importance to the world of the defeat of the German Army.

4. "*Will educational work of the type outlined increase the fighting power of the American soldier?*"

Yes, for it must be remembered, in addition to the reasons just stated, that the American citizen being accustomed to the right of suffrage is given to independent thinking, and this is a national trait which should not be discouraged. Our cause in this war is so just that it should be possible to drive it home to every member of the Army with convincing force. Nothing will do so much to give the soldier a keen edge for battle as the strengthening of his moral convictions as to the vital importance of defeating at all costs the armies now controlled by the military autocracy of Prussia. In fact, it is part of our thesis that education regarding the tremendous moral issues actually at stake in this war is a

[5] This statement is probably less justified today than when it was written. The new draft army has since arrived in France. It was trained in an atmosphere charged with intelligent patriotism, and probably reflects well the more complete realization of the significance of the war that has been noticeable in America during the past year. But the tremendous seriousness of the conflict between autocracy and democracy needs constant reiteration as an aid to morale. The full significance of making the world "safe for democracy" must be realized.

necessity if our soldiers are to meet triumphantly the severe test of trench warfare.[6]

III. The Y.M.C.A's Responsibility to the Army for Providing Larger Educational Opportunities

The greatest weakness in the admirably organized Y.M.C.A. work in the American Army abroad is that in spite of earnest efforts to secure from the United States able educators to remedy the situation, there is no one employed at headquarters who is giving his whole time to the organization and development of strictly educational work. In view of the opportunity, the need, and the demand, this lack is deplorable and the present report, made at the request of the Y.M.C.A. authorities, is an earnest attempt to remedy it. The closely affiliated departments of the "Library"and of "Lectures and Entertainments" are well organized, but the latter has until recently quite naturally placed the second part of its task rather in the foreground, although it has secured the services of several lecturers and publicists of ability. What is needed is to have the educational note more emphasized and the importance of the lecture platform and of the class room more recognized. There are hundreds of secretaries and chaplains with broad educational experience, college presidents, school superintendents, etc., in active service with the troops, but there is no central office or officer responsible for directing and coordinating their efforts in the field of education.

The Y.M.C.A. through its huts, of which nearly 200 have already been erected, its hotels and rented rooms, and over 1000 American secretaries,[7] and its official military recognition, is the only agency which can take the lead in this movement. Education was among the specific objects of its army work in Europe, as outlined in the formal memorandum presented to and approved by General Pershing

[6] Educational work not only has a good effect on the mental attitude of the soldier but by offering him an interesting evening occupation tends to prevent dissipation.

[7] 3,611 Secretaries had been appointed for overseas service up to July 31, 1918. When I left France in April it was planned to have 1,200 Y. M. C. A. huts and other centers for American troops in France by September 1st.

early last summer. This referred to the establishment of "lectures" and "educational classes" as well as "libraries" and "reading rooms." The Y.M.C.A. is the only vehicle or instrument outside of the regular officers of the army, through which educational forces can be made really effective. The French educational authorities, the American University Union in Europe, and other organizations can and will help to the utmost, but the Army rightly prefers to deal in such matters through a single organization, whose representatives are widely scattered throughout the American troops, and yet are all controlled from Paris headquarters through a single officer recognized by the military authorities as "Chief, Y.M.C.A."

In this connection the following paragraphs from General Orders No. 26, issued from Headquarters, American Expeditionary Forces, August 28, 1917, are important, as showing the recognition by the Army of the Association's educational responsibility.

"In order to avoid duplication of work by the Red Cross and the Y.M.C.A., the two civil agencies ministering to the welfare of soldiers, the following broad division of activities is prescribed: the Red Cross will provide for the relief work, and the Y.M.C.A. will provide for the amusement and recreation of the troops by means of its usual program of social, educational, physical, and religious activities.

"Commanding officers should bring the needs of their organizations to the attention of the local representatives of these two agencies, and chaplains will cooperate with them for the benefit of the troops."

IV. Necessary Machinery for Instruction

The actual work of instruction involves four main factors:

1. Class-rooms
2. Teachers and Courses
3. Books and Apparatus
4. Schedules

1. *Class-rooms*

The Y.M.C.A. huts in the various army camps, and other quarters leased in villages by the Association, supply gener-

ally the best if not the only places for instruction, as most camps are located away from large towns. The main room of the hut accommodating from 250 to 500 men,[8] is available for lectures and what may be called "mass" instruction. The large so-called "quiet rooms" used for religious services and various meetings, and in the larger "double huts," the "class rooms," are well adapted to class instruction, while officers can occasionally arrange to use their own rooms or messrooms for private instruction. In towns, the local authorities will almost always prove willing to provide rooms in the local schoolhouse for instruction purposes.

2. *Teachers and Courses*

Teachers are naturally of three kinds:

a. *Distinguished Lecturers.* Men of ability, and if possible of distinction, who are able to visit camps in rotation and give from one to three lectures on the causes of the war, characteristics of the European countries, and similar subjects should be arranged for in adequate numbers by the Y.M.C.A., which should bring over from America more men of the type of Presidents Vincent and Alderman, Dr. John R. Mott and Dr. John Finley, who can speak authoritatively and effectively. Representative Americans in France, prominent Englishmen such as Lord Bryce, Professor Gilbert Murray, and Dr. John Kelman, and certain Frenchmen, Belgians, and Italians speaking good English can also be used effectively.[9] The Association should continue its policy of emphasizing in this way the community of feeling among the Allies. Although current events and their causes should be stressed, occasional lectures of a Lyceum, Chatauqua or University Extension character may be held on almost any subject of literary, scientific,

[8] These figures are too low for the larger huts now being erected which can accommodate 1,000 men on rather crowded benches.

[9] Arrangements have been made with the British Y.M.C.A. by which the most interesting lecturers from England and Scotland are also available for the American camps. The French Foreign Office has also detailed a competent French officer to act as a liaison officer with the Y.M.C.A. arranging for lectures on the war by French military men who speak good English. The War Work Council is constantly sending over distinguished lecturers from America.

or other interest that is capable of presentation in popular form. Unless accompanied by lantern pictures or given by men of proven power, these lectures should usually be in the form of informal talks lasting only about half an hour. Good educational films may also be used to great advantage.[10]

b. *French Teachers.* Experience shows that several types may be profitably employed. The direct method of instruction, by which the French language is alone used, thereby permitting a competent teacher only knowing French to instruct a student only knowing English, should be adopted as far as possible. The following groups of teachers may be drawn upon:

(1) Paid local French teachers. In many camps a local French teacher of energy has arranged a large number of successful French courses. The charges are in some cases high, such as at ——— where 4 francs an hour per officer in a class of 10, and 2 francs per soldier in similar classes is charged—but even at these relatively high rates several scores of students are enrolled. A better plan is that generously proposed by M. Petit Dutaillis, Director of the "Office National des Universités & Ecoles Françaises." It is suggested that French courses should be given all over France where American troops are in training in or near large towns, and when desired by 20 or more men, by competent French lycée college, and school teachers, the direct method of instruction being used. These courses would be for beginners and would be supplemented by conferences on French ideals, history, etc., for more advanced students—a small charge being paid of about 50 centimes a person for an hour of instruction. Y.M.C.A. Secretaries in the Army, and army chaplains, will be informed of this generous and promising proposal, so that they may assist

[10] This should include many historical and other films illustrative of the motives and characteristics of the true soldier, such as patriotism, social service, courage, and chivalry.

in making the necessary arrangements in all centers where conditions warrant it. Already the plan is in successful operation in a few places.[11]

(2) Interpreters. In some camps the Camp Commander appoints members of the interpreter's staff to give regular instruction, with excellent results. In one camp, for instance, 100 men are studying regularly under such instructors, who are largely drawn from the teaching profession. As interpreters are attached to all large commands this method of teaching should be extended.

(3) Y.M.C.A. Secretaries. Occasionally a Y.M.C.A. Secretary gives a large amount of his time successfully to organizing and conducting French classes. In other places exchange courses are arranged by the Secretary between French and American soldiers to the advantage of each.

(4) Army teachers. The National Army contains a large number of American teachers, some of whom know French well and will gladly volunteer their services.[12]

c. *Local Talent.* The Y.M.C.A. Secretary can find in almost every regiment officers or men who can give travel talks, or other addresses of an informing character, and sometimes men who are willing to conduct small special classes such as those in mathematics for certain promotion examinations.[13] Similarly in or near

[11] This method of French teaching abroad is proving most useful, thanks to the active cooperation of the Ministry of Public Instruction (see page 58), and to the excellence of Professor Gourio's book entitled "My French Companion," prepared at the special request of the writer of these reports, and now formally adopted and extensively used throughout the camps abroad.

[12] This is especially true of the new draft army which contains thousands of men with teaching experience. These men should be catalogued by regiments with reference to the subjects they are qualified to teach and their experience so that the potential educational personnel of the Army may be known by the Commission as it lays its plans for demobilization.

[13] Among the classes (in addition to those mentioned in II, 3, above) for which there is the greatest need are English, especially in negro regiments and regiments containing a large proportion of foreign-born soldiers; geography of Europe, important for every soldier; mathematics, especially trigonometry—an essential

large towns, some local citizen speaking English can generally be found not only to act as guide on some Sunday afternoon in explaining local objects of historic interest, but in giving a survey of the industrial and historical significance of the community.

3. *Books and Apparatus*

Every Y.M.C.A. library should provide adequate books of reference such as French-English and English-French dictionaries, a good atlas, works on France, Modern History, the Causes and Progress of the War, and especially, small manuals for learning the French language, such as those of the Berlitz, Cortina or Yersin methods. As soon as possible one of the latter, or some other should be officially adopted, so as to standardize class instruction in French in all camps. This is specially important as men are not infrequently moved from one camp to another. Soldiers are almost always willing to purchase the necessary books, and to give some time to their study. In this connection the importance of adequately supporting and developing the Library Department's work cannot be over-emphasized. A blackboard should always be provided. For mass instruction lantern slides with words, phrases, etc., can be most profitably employed. The combination of standard correspondence courses with group leaders selected from the Army will provide opportunities for regulated instruction in many cases where it is difficult to find men with the time and ability needed to prepare and supervise suitable courses in fields for which there is a special demand. This work might be immediately organized.

4. *Schedules*

It is generally found desirable to limit French instruction to classes of from ten to twenty-five soldiers, and to three periods a week of about three-quarters of an hour each, with

---

subject for promotion in certain branches; elementary technical courses in electricity, steam and mechanics; American history and government; current events both home and foreign; bookkeeping and business courses, etc. Each of these gives information of direct benefit to the soldier in some position which he may be called upon to fill during the war and will help him on his return to civil life.

the expectation that on alternate evenings the soldier will give the same amount of time to private study. The question of a charge will depend upon whether or not local professional teachers have to be employed. In such cases the charge now usually adopted is ten francs an hour, making about 50 centimes per class member, but no fixed standard can be adopted at this time. Where regimental interpreters are assigned by the Commanding Officer to such instruction, or Y.M.C.A. Secretaries are employed, no charge is made, except for books and notebooks. In the case of "mass instruction" which requires a vigorous personality and merely deals with the simple fundamentals of the spoken language, no charge should be made. As soon as a standard book of French study has been adopted, examinations may be given upon the completion of the course and certificates awarded.

V. Organization for Educational Work during the War

To organize, develop, and standardize as far as possible the above instruction and to lay foundations for a more important work during the period of demobilization, it is proposed that the Y.M.C.A. after conference with the American University Union (which now represents abroad the 100 leading American universities, colleges, and technical schools)[14] should appoint an Army Educational Commission of three competent educators of recognized patriotism and large administrative experience. This commission might consist of such men as President John Finley, head of the public school system of New York State, who is intimately acquainted with France, President George Vincent, formerly of the University of Minnesota, now of the Rockefeller Foundation, and Professor James C. Egbert, Director

[14] The Union is now supported by all the most representative American institutions of higher learning—140 in number. Its European headquarters are at 8 Rue de Richelieu, Paris. There are branches in London and Rome. It has a twofold purpose—to aid American college men and their friends in war service, and to serve as a bond between the universities of the United States and those of the allied countries. The home office is at Woodbridge Hall, New Haven, Conn.

of the Summer Session and of the School of Business at Columbia University. The Commission would employ the necessary assistants, and its Chairman, to be selected by the authorities of the Y.M.C.A., would be its responsible executive officer.

The Commission should appoint as soon as possible, an Educational Supervisor in each of the divisions of the American Army, who should be held responsible for carrying out the plans of the Commission in his military division and for helping to adjust them to local needs and opportunities. These Supervisors should [be attached to their respective divisional headquarters and should][15] be chosen from State superintendents of education, supervisors of public schools in America, American modern language teachers, etc., when they can not be provided from among the Y.M.C.A. Army Secretaries whose training and experience specially fit them for such work. They should secure the active support of Y.M.C.A. Army Secretaries, regimental chaplains, etc., whenever conditions do not warrant or permit the appointment of local Educational Secretaries to devote their entire time to this branch of work. Such special Secretaries should be appointed, in accordance with the Association's policy, in all large centers and at convalescent and "permission" bases.

The Library, Lecture, and Information Bureaus already organized should be placed as contemplated under the general jurisdiction of the Educational Commission, as they will have increasingly important and coordinate educational functions to perform. Many other Bureaus will have to be developed or organized, such as one for educational publications. The expenses of the Commission would be met by the Y.M.C.A.

This memorandum is intended to give merely a general outline of problems connected with educational work in the American Army in France during the war, with special reference to the pressing demand for its development from

[15] The words in brackets should be omitted as it appears from Colonel Logan's letter (page 15) that they are liable to misunderstanding. The word "attached" was not employed here in a strictly military sense, but merely to indicate the place of residence of the educational official.

the standpoint of increasing military efficiency, and some of the ways in which this development can be best brought about. The specific plans outlined are of course subject to modification as a result of further experience or of the requirements of the military authorities.

Respectfully submitted,

(Signed) Anson Phelps Stokes.

Paris, February 13, 1918.

IV. REPORT GIVING APPROVED PLAN FOR WORK DURING DEMOBILIZATION

Educational Memorandum No. II

The instructions of the undersigned, representing the War Work Council of the Y.M.C.A., were to make a study of educational work in the American overseas Army "not only during the war, but during the period of demobilization." Recommendations bearing on the first and immediate problem were duly presented in my memorandum under date of February 13th. This second memorandum will deal in a preliminary way with the more remote but equally important problem of education in the American army during demobilization in France.* It will necessarily be tentative in character, but it will outline the problem and a general plan for meeting it. It is prepared in the belief that one of the duties of the Headquarters Staff of the Y.M.C.A. is "to foresee in time" so as to respond successfully to the heavy responsibility for educational work placed upon it by the military authorities. It is clear that adequate "preparedness" is as necessary to meet changed conditions after the war as during the war, and if the period of demobilization will afford, as is believed, a remarkable educational opportunity, it will require time to make the necessary arrangements.

I. Importance of the Problem

It is recognized in England that demobilization will take at the very least a year. "The war and after" is a phrase summarizing earnest discussions in government circles, and elsewhere, and a "university in khaki" is being formed to meet the special needs of Canadian troops for educational work. The problem of transporting an army of a million or more troops home, and the necessity of leaving most of these troops in Europe until conditions internationally are

*The supplementary educational problem connected with demobilization in the various camps at home may well be left to be worked out in America. In this connection the appointment by the British Government of a Ministry of Reconstruction to deal with the various questions connected with and growing out of demobilization, is important. Education is one of its specific subjects of study.

fully reestablished and real peace assured, make a year seem an under-estimate rather than an over-estimate of the time required from the close of the war until the return of the bulk of our Army to America. Some far-sighted and adequate plan to meet the educational needs of the entire Army during this period is therefore needed, for

1. It would prevent the long period of demobilization from becoming a period of demoralization, by providing a new motive when the motive for war preparation is over—namely, that of educational preparation for the return with a better equipment and an enlarged vision to the work of civil life. If this is done, the period of demobilization could be made of national educational significance.

2. It would be encouraging and stimulating to the men in the Army during the period of the war if it could be known that educational opportunities could be looked forward to in Europe at its close, which might count towards business, industrial, or professional advancement at home. It would specially stimulate the more ambitious, who wish to avail themselves of the educational advantages of France, to acquire a knowledge of French, which would be helpful to the Army in many ways, and would encourage sympathetic relations with the French people. It is suggested in this connection that special educational privileges in France or England should be assured, as far as military rules and requirements will permit, during the period of demobilization, to approved candidates of special ability whose war records have been marked by distinction.

3. It would be an object lesson of supreme importance to the world of the emphasis placed by America on education and on fitting men to meet the responsibilities of citiship in a republic, a citizenship which should have a deeper social significance than ever after the war.

In view of the above, it seems fair to hope that during the period of demobilization most of the time of most of the members of the American Expeditionary Force, after meeting their routine military duties, may be given to education, so that the Army may become a vast training school preparing men for the business of life. As the proj-

ect will require a large amount of preparatory work in the way of choice of personnel, organization, etc., it seems proper that the Y.M.C.A., with the assistance of the recognized educational authorities[1] of America, should take the necessary preliminary steps.

II. Fundamental Considerations as to Scope of Work

The question whether educational work during the period of demobilization should be optional or compulsory may well be left to future determination, and will probably depend on the military duties of various commands at various times and places. It is hoped, however, that the military arrangements for instruction will be such that no member of the A.E.F. will return to America without a knowledge of reading and writing English, and of the elements of American history and government. It should further be assumed that wherever military duties are slight and educational opportunities are adequate, the army rule of the post school will hold for all who enroll in classes—namely, that "attendance after enrolment becomes a military duty." Attention may be called in this connection to clauses in some of the large military appropriation bills recently passed by Congress, which provide for soldiers "educational and vocational training of a character to increase their military efficiency and enable them to return to civil life better equipped for industrial, commercial, and general business occupations." (e.g. Aviation Appropriation Bill for fiscal year ending June 30, 1918).

The soldiers of the American Expeditionary Force repre-

[1] All home educational agencies such as the National Educational Association, the American Council on Education, the college and public schools, and all agencies in the field such as the chaplains, the Red Cross, the Knights of Columbus, the American University Union in Europe and the American Library Association, will doubtless cooperate in this movement, but the Army itself and the Y.M.C.A., both acting through the Army Educational Commission, will be the organizations which will have to bear the main responsibility. Fortunately the formal recognition of the Commission by General Pershing, and the high character of its personnel give ample assurance that the work will be conducted on the broadest and most efficient basis.

sent only young men, mostly drawn from the years when they are just beginning to get established in industry or commerce, or are completing their college or professional education. They are consequently still in the period when the formation of mental habits and points of view is relatively easy, when new knowledge can be acquired without serious difficulty, and when adjustments can be made to new conditions. Under these circumstances they afford educational material which from the standpoint of the State is of vital importance, while from the standpoint of the individual the opportunity for advancement which education supplies will be eagerly welcomed.

The education available must consequently provide instruction in the elements of reading and writing the English language at one extreme, and at the other, meet the needs of the student of law or engineering who has given up his professional studies to enter the Army. In a word all types of education must be provided, for our Army, especially under the new conditions of the selective draft, is drawn from all elements of the population representing every degree of capacity and advancement. Furthermore, as it is the army of a democracy, it is right and fitting that the motive of advancing the general public welfare, and of adjusting the individual's training to social needs, should be given due consideration in all instruction.[2]

It is clear that the bulk of the instruction will have to be given in English by teachers chosen from the Army itself as in a post school. It is also clear that if the work is to be successful it will require (1) the most expert supervision and direction, and (2) the greatest possible use, especially for

---

[2] During demobilization a large amount of attention should be given to vital problems of American citizenship and life—what may be called in the broadest sense "applied sociology," namely the understanding of the social, political and industrial problems which face the people of the United States. These should be presented by our ablest men, and discussion groups should be encouraged as soldiers fit themselves to take up definite home problems on their return. It is important, however, that instruction should be as concrete and practical as possible, and that all forms of political propaganda and all fads should be avoided. See the Introduction for a further discussion of this phase of the problem.

A special feature should be made of arranging addresses in every camp on the various trades, professions and occupations, and the after-war openings in each.

the more advanced students, of the existing laboratories, technical schools, libraries, universities, school-rooms, apparatus, and other educational machinery available in the neighborhood of any particular camp.

III. Organization Needed to Meet the Educational Needs of Demobilization

The general organization required would be exactly the same as outlined in my memorandum of February 13th, including the Army Educational Commission of a Chairman and two members as a part of the Y.M.C.A. Headquarters staff in Paris, Y.M.C.A. Educational Supervisors in each of the Army Divisions, and local Y.M.C.A. Educational Secretaries, where the concentration of a sufficiently large body of troops warrants it. The work, however, would be so much more extensive and intensive that the educational machinery would have to be expanded to meet new conditions, and experts in various fields, such as industrial and vocational training, would have to be employed.

If the cooperation of the French educational authorities is to be secured—and this is a vital factor in the plan, and one which is believed to be entirely feasible as a result of conferences with representative officials,[3] whose attitude is a most friendly and generous one—then account must be taken of the educational organization of France, so that the educational facilities of the country where the major portion of our European Army must necessarily remain until transported home may be largely utilized.

It is proposed therefore that each of the fifteen recognized educational districts of France, known as "academies," in which American troops may be quartered in large numbers, should be taken as the basis of a supplementary organization. In each of these districts, of which the rector of the local university is the head, the Army Educational Commission might, when conditions warrant it, appoint an American college president, professor, or other educator of high standing, speaking French, who would make his headquarters

[3] See Appendix I.

in or near the local university town. His main duties as a liaison educational officer would be: first, to represent the Commission in formal negotiations with the French authorities with a view to making the educational facilities of the university, lycées, technical schools, etc., of the "académie," available to qualified and authorized American soldiers stationed in the district; second, to deal with the American Army commanders of the neighborhood, so as to insure that their cooperation should be rendered as effective as possible in the interest of officers and men wishing more than the routine educational opportunities which the post school would afford; and, third, to confer with Y.M.C.A. Educational Secretaries and Supervisors and represent the Army Educational Commission in dealing with them. He would be known as the American Educational Commissioner for Bordeaux, for Lyons, etc., as the case might be. It has been generously suggested that the American Commissioner be invited to become a temporary member of the faculty of the university of his district and that one of the members of the faculty speaking English be designated to aid him in his important work. As some members of the Army qualified to carry on advanced work would undoubtedly prefer to pursue their studies in England, when approved by the English universities, which have already welcomed the project, it would be desirable also to have an American Commissioner in London with similar duties.

IV. Lines of Work during Demobilization

1. Post schools with courses of an elementary and secondary grade.

These would take care of the most pressing educational needs of the great mass of men in the Army, and should form an important regular feature of all camp or barrack life under military regulations. The schools would merely be an enlargement of those provided for in Section 118 of the General Army Orders regarding post schools, reading as follows:

"A school for the instruction of enlisted men in the common branches of education and especially in the history of the United States, will be established at each post under such

regulation as the Department Commander may prescribe."

The courses would be given in barracks, Y.M.C.A. huts, or elsewhere by approved teachers taken from among the officers and men of the American Expeditionary Forces. The work would be similar to that in English and German prison camps,[4] where former school and college teachers in the Army, and men who by their education are competent to teach, carry on educational classes in the camp. The instruction should include such subjects as English, French, arithmetic, modern history—especially that of France, England, and America—English and American literature, civics and applied sociology, European art, trade relations, bookkeeping, accounting, stenography, and the elements of biology, engineering, agricultural science, hygiene, normal training, etc. The scientific equipment of a camp, local machine shops, etc., can all supply laboratory equipment, and instruction should be made practical and linked up as far as possible with material actually available for illustrative purposes. It might further be possible during the latter periods of demobilization to organize special educational camps under military authority for intensive training in agriculture[5] or industries,[6] for which there will be a large demand after the war.

As a stimulus to good work a complete system of records should be maintained, so that the Army Educational Commission could give certificates to all men who had pursued courses satisfactorily and had passed the necessary examinations. These would be of service to men on their return to

[4] See "Educational Activities for War Prisoners," by Gustav White, Y.M.C.A., Geneva.

[5] The opportunities for and importance of instruction in practical agriculture are sure to be fully realized by an Educational Commission including in its membership President Butterfield of the Massachusetts Agricultural College. The significance of this in the development of the rural life movement in America is self-evident, especially when it is realized that about one-fourth of the American soldiers are from country districts.

[6] General Order No. 47 issued from American Headquarters, March 27th, 1918, provides for technical courses at post training schools, for the following groups of men: Mess Sergeants, Cooks and Bakers; Company and Regimental Clerks; Company and Battery Mechanics; Saddlers, Horseshoers, and Stable Sergeants; Drivers; Chauffeurs, Signalers. These schools can form the bases for important industrial schools during demobilization.

America and would aid both in obtaining school and college credits towards diplomas, and in securing business or industrial positions. If any of our divisions are stationed in the devastated districts of France or Belgium, the work of aiding reconstruction under competent direction could be made to combine practical helpfulness with educational value.[7] It is hoped that in this and many other ways a new motive for intelligent social service may be developed among our troops, which will bring rich results in the future.

2. Courses of collegiate and university grades.

These courses should be directly organized by the Educational Commissioners named above, and should take place in the universities, in technical schools, and in the scores of lycées in the country, which carry a student through about two years of the American college course.[8] The usual French

[7] It is hoped that this suggestion may form the basis of a special report by some competent authority. The plan of reconstruction proposed would give our Engineer Corps specially large opportunities for service in the rebuilding of bridges, high-roads, towns, etc. The problem of reforestation would also give our forestry regiments large scope for work. Reconstruction in many lines, of which the above may be taken as typical, should give remarkable opportunities for technical education under competent teachers.

[8] In this connection the announcement in the *Norddeutsche Allgemeine Zeitung* of March 14, 1918, is of interest. It shows that courses of two weeks each for soldiers on furlough were being given at the University of Strassburg on the following subjects: Law, Political Economy, Forestry, Philosophy, History, Linguistics, General Information, Mathematics, Natural Science, Medicine, Protestant and Catholic Theology. The lectures were held in a large auditorium and were attended by 300 officers and soldiers. The newspapers states: "We have heard candid, enthusiastic opinions by the University men in the field of the happy outcome of these Strassburg high school courses for soldiers."

Even in Mesopotamia facilities for higher instruction in non-military subjects are being afforded to the troops as the following statement communicated by the Indian Y.M.C.A. shows:

"Makinah University (in connection with the Makinah Y.M.C.A.), which was first opened in November, 1917, was, after a week of vacation, reopened on January 2nd. Classes are conducted in Anatomy, Engineering, Theology, Chemistry, Mohammedanism, Arabic, Hindustani, Electricity and Magnetism, etc. The plan is to continue these subjects, and add others, offering each man five nights in the week five different subjects, any one of which he may choose to hear. Arrangements are being made for lectures in continuous series for permanent base men. Five small tents are devoted to the lectures, and are often unable to accommodate all the men who choose certain subjects for the evening. Officers, privates, and Y.M.C.A. Secretaries are the lecturers."

fees for attendance would be charged and the courses offered could be both in French and in English—arranging for as many courses in English as possible. The experience of making use of French teachers speaking English at the various artillery, aviation, and other special military instruction schools in France indicates that there are larger possibilities in this direction than would at first be thought.

Arrangements might also be made, when desired by the French authorities and approved by the Army, by which officers in the American Army, distinguished in some field of science or the arts, could reciprocate French courtesy by giving courses of lectures in English at French institutions of learning. These would also be appreciated by American students.

The system of university extension, so successful in America, should also be developed so that in those cases where members of the Army wishing to pursue advanced studies could not directly attend lycées, professional schools, or universities, the privileges of these institutions might be largely extended to them through these extension courses. In other words, where sufficiently large groups of men wish more extensive educational opportunities than their camp supplies through its post school or correspondence courses, and they can not come to an educational institution, the educational institution must wherever possible carry its privileges to them.

Arrangements could be made with the French, English, and perhaps other universities, by which selected medical and other professional students with honorable records in the Army could, on application to the proper military authority, be granted, when possible, furloughs for intensive laboratory, clinical, technical, or university instruction.[9] It is believed that American universities and colleges would all give credit toward their own degrees for work done here and duly certified on the basis of examination either by the Y.M.C.A. Educational Commission or by European institutions of

[9] England has already determined upon the order in which the men most essential to national life—the "key men" of business, education, and civic welfare—are to be returned. This is a matter of vital importance, but it is one for the War Department, not the Educational Commission, to decide.

learning. The carrying out of this plan, even on a limited scale, would do much to strengthen the bonds of mutual understanding between America and France, or between America and England, as the case might be.

This memorandum is necessarily of a preliminary character.[10] It is intended to state the educational opportunities and problems connected with demobilization, and to indicate certain ways in which these may be met. The undersigned realizes that in a time of world war future conditions cannot be accurately forecast. The specific plans outlined are therefore subject to modifications, as a result of further experience or of the requirements of the military authorities.

Respectfully submitted,

(Signed) Anson Phelps Stokes.

Paris, February 16, 1918.

---

[10]The opportunities for the development of the educational plan during demobilization are almost limitless. Many of these are outlined in the foregoing report. Others would have been included had the report not been prepared for the consideration of military authorities in war time. Some additional suggestions will be found in the footnotes. Other opportunities will occur to the individual reader, depending upon the profession, industry, occupation or social problem in which he is especially interested. In fact, now that a constructive program has been arranged and a strong Educational Commission is actually organizing and administering the work with the approval of the Commander-in-Chief, the success of the project is assured, if adequate support in the way of men, of educational equipment, and of cooperation on the part of all concerned is forthcoming. Even government help will probably follow when the magnitude of the problem and of the opportunity are realized. Every important college and every large school system must be willing to give up two or three of its best men so that the work during the coming winter may contribute as much as possible of added morale for the winning of the war, and that the organization for demobilization may be perfected.

V. REPORT OF PRELIMINARY ORGANIZATION OF EDUCATIONAL DEPARTMENT Y. M. C. A., A. E. F.

April 12, 1916.

From Mr. Stokes, Acting Director Educational Department,
To Mr. Carter, Chief Secretary.

Subject—Report of seven weeks' work in effecting preliminary organization of Educational Department, Y.M.C.A., A.E.F.

The following report is presented regarding the work of the Educational Department since I became Acting Director on Wednesday, February 27, 1918. I am conscious that only the preliminary foundations have been laid, but feel that we have accomplished at least what was outlined in the tentative memorandum handed to you on February 25th. The report is arranged under the following heads:

I. Conditions Found When Work Was Undertaken.
II. Survey of Assets.
III. Creating a Program.
IV. Diplomatic Negotiations and Foundations.
V. Educational Organization.
VI. Aids to Instruction.
VII. The First Educational Conference.
VIII. Pressing Needs.

I. Conditions Found When Work Was Undertaken

There was no educational department and no educational office at headquarters. Inquiries were referred in some cases to the head of the Entertainment and Lecture Bureau, and in some cases to the Librarian. The former handed me an "educational file" containing less than a dozen communications, of which several were from me. The latter handed me the correspondence of Dr. Cleveland, who acted as Educa-

tional Secretary for a few weeks in the fall of 1917, but soon left to enter other work. In reply to an inquiry for the names of "Educational Secretaries" in the field, I was given a list of four, only one of whom was devoting his main time to educational work, the others being "Activities Secretaries" especially interested in arranging for entertainments. There was no educational program and no direction of educational effort.

II. Survey of Assets

The first task was to secure information regarding potential educational assets. The "dope sheets" were gone over carefully and a card catalogue made of nearly two hundred men who had had educational experience—college presidents, school principals, teachers, etc. These have been catalogued alphabetically, also by subjects of instruction, such as French, History, Science, etc. As each delegation has arrived, new cards have been filled out and the information brought up to date. Where the information regarding educational experience was incomplete, it has been secured through correspondence. The result is that we now have available information regarding all the more likely educational administrators and teachers.

The entertainment feature was uppermost in the well-organized "Entertainment and Lecture Bureau," with no illustrated lectures being given, but with fairly good provision for occasional lectures on the Causes of the War. The Library Department, owing to defects of transportation and other causes, was functioning poorly, although small collections of miscellaneous books, generally about fifty in number, were found in most huts. A fairly large and well-selected headquarters library has been built up.

III. Creating a Program

On February 28th a telegram was received from Colonel Logan, Chief of the Administrative Section of the General Staff, stating that "the Commander in Chief approves in general of the educational scheme outlined in Stokes' report." This was further confirmed by a letter from Colonel

Logan under date of March 5th, quoted below. On receipt of these communications, my report, which had been duly approved by you, was mimeographed and sent to Divisional Secretaries, and also to representative men in America and France interested in educational problems. A brief outline was given to the American papers in Paris, and every opportunity taken through visits of the Director to the field, through addresses to new delegations as they arrived, and through an address at the conference of Divisional Secretaries, to impress upon the Y.M.C.A., A.E.F., the large educational opportunity and responsibility which it faced. A program was available and its main features were given suitable publicity.

IV. Diplomatic Negotiations and Foundations

1. With French Educational Authorities

The heartiest support was secured for cooperation in French instruction, and for large educational cooperation in the period of demobilization, from M. Coville, the Director of Higher Education in the Ministry of Public Instruction, M. Petit Dutaillis, Director of the "Office National des Universités et Ecoles Françaises," M. Poincaré, Rector of the University of Paris, M. Thamin, Rector of the University of Bordeaux, and many others. As a result of interviews an official letter was sent March 7th by M. Petit Dutaillis [1] to Rectors of French Universities, who are the heads of the various educational departments of France, asking cooperation with Y.M.C.A. Secretaries in the carrying out of the plans outlined in my report. This is an official recognition of the Y.M.C.A. as an educational agency of some historical importance.

Later I have had the pleasure of addressing all of the prominent higher officials of the Ministry of Public Instruction and all of the Rectors assembled in Paris for their annual meeting, and was assured in public by M. Poincaré, acting as their spokesman, of their heartiest support in carrying out our educational plans.

[1] See page 89.

2. With American Military Authorities

The foundation of cooperation for our work is the following letter, under date of March 5, 1918:

First Section, C-1

FROM: C. in C., C-1

TO: Chief, Y.M.C.A.

SUBJECT: Outline by Anson Phelps Stokes of Proposed Educational Work.

I am directed by the C. in C. to acknowledge receipt of the extremely interesting project prepared by Mr. Anson Phelps Stokes. The C. in C. is interested in this matter and is very much pleased with the comprehensive report which Mr. Stokes has submitted, in which he outlines the objects of this educational project.

The C. in C. approved the project in principle and has directed that proper facilities be given for this work throughout this Command. As already telegraphed, the only important change that will have to be made in the project will be by transferring the functions that he has assigned to the Educational Director of each Div. to an agency of the Y.M.C.A. This is necessary, as military reasons make it a paramount necessity to restrict all operations at Div. Hdqrs. to those exclusively connected with combat. By order of the C. in C.

James A. Logan, Jr.
Lt. Col. G. S., A. C. of S.

This confirms the telegram under date of February 28th, quoted above. It should be stated that the criticism of one detail referred to in these communications was due to a misunderstanding, as it was always intended that Educational Directors should be agents of the Y.M.C.A. and not strictly military officers.

The detailed orders to be issued to the military authorities to provide adequate cooperation have been worked out carefully with the Training Commission at G. H. Q., of which Colonel Fiske is Chairman, and Lieutenant Colonel Shockley, the member specially charged with this matter. The orders as drafted provide for carrying out the plans out-

lined in my report and for the appointment in each command of a "School Officer" to assist the officers of the Y.M.C.A. in carrying out their educational tasks, and to make the necessary educational arrangements where the Y.M.C.A. is not represented. The first order, when approved by Mr. Carter and General Pershing, will be issued whenever desired. The second order, when similarly approved, will await the treaty of peace. It meets all the proposals of the demobilization section of the report, including the establishment of special industrial schools and the opportunity for selected men who have interrupted their collegiate, technical, or professional training to be granted leaves of absence for attendance at schools or universities in France or England.

The Department has been invited to participate in the conference at the Ministry of War of the "*Commission de L'Enseignement des Langues Vivantes dans les Armées Alliées*," and the Y.M.C.A.'s educational plans for teaching French have been the subject of favorable discussion at these conferences. Prof. Erskine will, at my request and on the invitation of Major Moreno, who represents the American Army on this board, attend the next conference.

3. With the British Y.M.C.A.

To make sure of cooperation with the British Y.M.C.A., especially in the matter of securing educational lecturers of a high order from England, Miss Carswell, in charge of the Liaison Bureau, and I made a visit to certain British centers in the middle of March. The support of Mr. Callan, Mr. Willis and other Y.M.C.A. officials, which had been assured in advance, was made more vital through Miss Carswell's efforts. A thorough mutual understanding of our educational plans resulted from this visit.

V. Educational Organization

The first step toward educational organization was the assignment as Secretary to the Department of Miss Deane. Later Dean Holliday, of the University of Toledo, was added as Editorial Secretary. These are both rendering most efficient service. Arrangements have been made for Prof. John Erskine, of Columbia University, to act as

Director between the departure of the undersigned and the arrival of the Educational Commission provided for in my report.

The most difficult problem of organization has been in connection with the Library Department, which has been satisfactorily adjusted on the basis of my letter to you of April 4th, which provides for a Library Council under the chairmanship of the Chairman of the Educational Commission, and including as members Mr. Briggs, who is now Headquarters Librarian, Mr. Mason, who is Business Manager, and Mr. Morse, who has been appointed Field Secretary. The meetings of the Council have been held about twice a week, frequently with Dr. Raney, the representative of the American Library Association. The result has been much more efficient organization and a plan on a much more adequate scale to meet library needs. Instead of 350 huts being provided for, we have adopted 1,200 as a standard, which will probably be reached in the middle of the summer, and are arranging for reference libraries and libraries of general literature in each of these.

The names of Educational Secretaries appointed are given under VII below.

VI. Aids to Instruction

1. Publications

A memorandum from Mr. Steele suggesting an outline of a pamphlet on France and French ideals was early submitted to me. Subject to certain changes in the outline, the plan seemed excellent, and I asked Madam Hugues Le Roux to undertake the work. As a result, an important manuscript of about 8,000 words has been sent to America to be put into a small pamphlet to be handed to every soldier before embarking. It is believed that this will do much to help our troops approach France and the French people sympathetically.

I have taken up with Mr. Ewing, representative of the Y.M.C.A. in London, the question of a similar pamphlet on Great Britain by Lord Bryce, which I believe he will prepare. Mr. Derieux has also secured an excellent manu-

script from Mr. Gilbert Chesterton, entitled "To the Americans," which is now being printed.

A book for the purpose of teaching American soldiers French by the direct method is being prepared at our request by M. Gourio, whose books on the study of English are used in almost all French lycées and schools. He is believed to be the most competent man in France to prepare such a book. We have secured leave of absence for him from his regular duties at the Lycée Buffon, and he hopes to have the work completed in a few weeks. It will contain about twelve lessons under a teacher, the remainder of the book being so arranged that the soldier can study it himself. It is designed to lead to a conversational knowledge of French as quickly as possible. It will be sold at our canteens, probably for four francs. This will not exclude the use of other French books, Hugo, Berlitz, etc., when desired.

2. Lantern Slides

The experience of the British Y.M.C.A. proves conclusively the recreational appeal and educational value of illustrated lectures. As a result, several hundred sets of lantern slides have been secured with accompanying lectures. In the case of French lectures, we have arranged to have them translated. Many of these sets have been sent out; the remainder will be distributed during the course of the next week. The collection is especially rich in French and English history and scenery, but also includes science, travel, etc.

3. Syllabi

The following syllabi have been prepared by Dean Holliday of this office:

I. General Causes of the War.
II. Historical and Diplomatic Background of the War.
III. The Entrance of the Nations.
IV. The Course of Events During the War.
V. History of France to the Revolution.
VI. The Revolution and Afterwards.
VII. French Characteristics and Customs.

The first four have been sent to all Divisional and

Educational Secretaries. The remainder have been finished and will be sent out as soon as mimeographed. That on French Characteristics is believed to be unusually valuable.

4. Apparatus

Steps were immediately taken on my assuming office to provide blackboards in all huts. Arrangements are also being made through the Cinema Department to have more general magic lantern equipment. Attractive notices for lectures, concerts, etc., made out in blank have been printed for general distribution.

5. Library

Great effort is being made to build up the libraries in reference books, especially regarding the background of the war, France, etc. The standard "reference library," including encyclopaedia, atlas, dictionary, etc., will contain about sixty volumes.

6. Correspondence Courses

Temporary arrangements are under consideration with the International Correspondence School for special courses through their London branch, for men who wish to follow lines of work for which there is not sufficient demand to hold classes.

VII. The First Educational Conference

The first Educational Conference of the Y.M.C.A., A.E.F., was held in Paris yesterday, April 12th. There were present, in addition to members of the Headquarters staff, about twenty-five field representatives. Of these the following are giving their main time to educational work:

Mr. Read	Issoudun
Mr. Knudson	Bordeaux
Mr. John M. Bennett	Chaumont
Mr. Campbell	Tours
Mr. Montgomery	Paris
Mr. Merriam	Bordeaux

Mr. H. E. Bennett, about to leave as Educational Secretary at Coetquidan.

Messrs. Stokes, Erskine, and Holliday, of Headquarters. In addition the following, of whom those marked with an asterisk were present, are devoting much of their time to educational activities:

*Mr. Daly	Chaumont
*Mr. McNutt	Blois
Mr. Harrison	Gondrecourt
Mr. Siceloff	Gondrecourt
Mr. Naylor	Foecy
Mr. Perry	Bordeaux
Mr. White	Bourmont
*Mr. Vernon	La Courtine
*Mr. Todd	St. Aignan
*Mr. Cook	Prauthoy
*Mrs. Cranbery	Valdahon
*Mrs. Campbell	Navarre

In addition the following, who were not present, were reported as giving their main time to educational work:

Mr. Bird	Brest
Mr. Lucquiaud	St. Nazaire

Among the specific facts brought up by the conference, are the following:

1. Number of Educational Secretaries

Two months ago there was only one man in France who was giving his main time to educational work in the Y.M. C.A., A.E.F., Mr. Merriam, of Bordeaux. Now there are fourteen.

2. French educational cooperation

At least seven places have made most helpful contact with the local French educational authorities, namely: St. Nazaire, St. Aignan, Brest, Bordeaux, Navarre, Chaumont, Tours.

3. French instruction

Only one district does not report great demand for French teaching. Significant facts taken at random are as follows: Base Division No. 1, during the week ending April 10th, thirty-four teachers were employed from the French schools

of the city. There were 435 pupils in ninety-three small classes and 1,462 pupils in "mass" instruction. In the previous week the figures for French classes were 401 and for mass instruction 2,151. At this place a French Director of French teaching is employed, M. Lucquiaud. In one hut arrangements are made so that a French teacher is available at all hours of the day. 262 men reported this week in Chaumont when a new French class was started. 500 men are studying at St. Aignan. Other points report 200, 150, 100, 262, and similar numbers in French classes. It is hard to give approximate statistics, but it may be said in general that from five to ten per cent of soldiers and officers attend French classes whenever they are adequate, and the demand can always be largely increased under suitable leadership.

French and English exchange lessons have been developed successfully in several places, especially G.H.Q. and Bordeaux. In some cases very helpful contacts in representative homes are arranged for.

4. Special lectures by local talent

Whenever a Y.M.C.A. Secretary or an officer competent to lecture on almost any subject has the time to prepare lectures of a vital type, they are received with enthusiasm. Examples are Mr. Bennett's lectures on psychology before thirty men on twenty successive evenings at a camp in the army zone, the thirty lectures on French history given by twelve different teachers at G. H. Q., Prof. Daly's lectures on astronomy and physical geography, and Mr. Palmer's series of lectures on Historic France.

5. Historic walks

These have been developed with great success in several places, notably Bordeaux and Blois. At Bordeaux the men in groups of from fifteen to seventy-five go out every Saturday and Sunday afternoon and have the historic buildings and places explained to them by English-speaking professors of the university. At Blois, Mr. McNutt, the Y.M.C.A. Secretary, takes the men in groups of as many as two hundred to visit the historical sights in his neighborhood and describes

the interest as intense. He lays emphasis on French civilization and customs.

6. Small classes in mathematics, English, etc.

The greatest demand for small classes outside the subjects above mentioned is undoubtedly in mathematics, especially algebra and trigonometry. Classes up to forty men each have been successfully conducted over considerable periods. There is, however, everywhere a scarcity of adequate mathematical textbooks. In this connection the teaching of English in some of the negro stevedore regiments is especially emphasized at base ports. At Bordeaux it has been made compulsory by the military authorities, for men who are illiterate, with surprisingly good results.

VIII. Pressing Needs

Among the most pressing needs are the following:

1. Competent Educational Secretaries

These are needed in each division to devote their entire time to the work. I hope to secure the necessary personnel on my return to America.

2. Adequate mimeographing or multigraphing arrangements

I brought this matter repeatedly to the attention of the proper officers. The present arrangements are entirely inadequate and unsatisfactory. It is impossible to develop the type of work we want unless syllabi and various educational programs can be promptly and well reproduced. If suitable machines and operators for this work cannot be secured in France, they should be obtained from America immediately.

3. More adequate realization of the educational needs and opportunities

A visit to representative American camps, especially in the training area, will convince anyone of the need of educational work, while British experience shows conclusively that it can be developed by intelligent direction. We should be ready to introduce a full educational program next fall when cold weather sets in. This will be greatly aided if

Secretaries can be given some relief from pressure of work with the canteen.

4. University extension arrangements

These should be developed by an expert staff at headquarters.

5. Libraries and textbooks

It is hoped that the arrangements made with the American Library Association will enable the Association to secure transportation facilities for the books essential to any large educational program.

I submit the above as merely a report of beginnings. I shall be glad to be of any possible service to this educational movement on my return to America, believing it to be one of vital importance.

I am deeply appreciative of your unfailing cooperation and that of your colleagues, and only regret that time, strength, and war conditions have not permitted me to accomplish more.

Respectfully submitted,

(Signed) Anson Phelps Stokes,

Acting Director of Educational Department.

VI. REPORT OF PROGRESS TO JULY 1, 1918, BY PROFESSOR JOHN ERSKINE

Acting Director, Educational Department, Y.M.C.A., A.E.F.

I. Personnel

There have been several additions to the personnel of the Educational Department since April 12th, when Dr. Anson Phelps Stokes returned to the United States and Prof. John Erskine, of Columbia University, became Acting Director of the Department. On May 1st, Mr. P. A. F. Appelboom, Professor of French in Kansas University, who had been serving as head of the Purchasing Department of the Y.M.C.A. in Paris since September last, entered the Educational Department as business manager. He has had charge of the purchases of the Department, and has supervised the French teaching in the camps. On June 27th, Mr. Reginald A. Daly, Research Professor of Geology at Harvard University, who had served as head of Base Hospital 15 since March last, entered the Educational Department to take charge of the teaching of geography in the Army. Prof. Daly has been one of the most successful in conducting a local educational program in his hut; his reflections upon the practical aspects of our program are appended to this report in a letter to the Acting Director. At present he is engaged, not only upon the maps which are needed for the study of geography, but also upon a list of books which will be needed for study during the period of demobilization. On May 27th Mlle. Monteanu joined the headquarters staff as French Secretary. Prof. Carl Holliday, Dean of Toledo University, continues to supervise our publications and our illustrated lectures. Miss Barbara Deane, secretary of the Department from the beginning, renders invaluable service in all parts of the work.

II. Modifications of the Original Stokes Plan

The experience of these three months has shown that, while the original plan of Dr. Stokes is essentially sound, it must be modified in two general respects to suit the con-

ditions in France. Dr. Stokes proposed to administer his educational program by a so-called Army Commission. The Commission at this date has not arrived, and it is the general opinion of the workers in the field that the educational program can hardly be carried on by a commission, as commissions are ordinarily constituted; special kinds of work must be entrusted to individual directors; and the headquarters staff must grow naturally with new demands for education.[1] The work as a whole, moreover, has passed beyond the stage where further preliminary surveys would be profitable. Conditions change so quickly in France that the opinion of a visitor to the field is of little value; the best directors are those who have been doing, and continue to do, some practical work. A commission in the United States might serve to enlist the cooperation of the high schools, the state, and the private universities. In France, however, the very big program which seems possible should be placed in the responsible control of one man, who should have the aid of various specialists. This director should derive his authority not only from the Y.M.C.A., but also in some way from the War Department.

The need of very practical endorsement from the War Department will be felt increasingly as the Army continues to grow. It is now quite evident that the Y.M.C.A. cannot send over enough teachers to undertake the educational program originally planned for the period of demobilization. The teachers for the most part must be found in the Army, and it would be of great advantage to have the director of the educational work in France in close accord, not only with the Army here, but with the War Department in Washington.

The program which Dr. Stokes drew up contemplates a number of courses for the period of demobilization, with the possibility that many soldiers might receive furloughs to

[1] This suggested change from an Educational Commission to a single Director has since been given up and the original plan of a Commission, of which Professor Erskine has been elected Chairman, has been reverted to. It is an executive and not merely an advisory commission, and its members have all accepted their appointments for a minimum period of one year and with the expectation of longer terms. A. P. S.

attend French or British universities. In the light of the experience during these past three months, it does not seem desirable even to contemplate sending the soldiers to universities and lycées.[2]

It seems better to plan our educational work with two general purposes: first, during the period of the war to center the attention of the Army upon France and the French and our other Allies; second, during the period of demobilization to take advantage of the interest in America which will undoubtedly rise to white heat when the men know they will soon return, and to put before the troops in all the post schools the history, the geography, the literature, and the economic and social problems of our country. By confining our plan to these more modest limits, it would be possible to present a fairly uniform program throughout the Army, and from the practical point of view it would be possible to prepare in advance the necessary maps and textbooks for such a program. Professor Daly is at present engaged in securing for all of our huts very complete maps of France,

[2] This view has been modified by Professor Erskine who, in a letter under date of August 21, 1918, says, "We have every reason to hope that even though the majority of the regiments must retain their organization through the period of demobilization, we may arrange to send special students to the British and the French universities, and the total of such special cases may easily amount up to many thousands. It seems likely now also that the army schools in various parts of France for the military training of officers will develop quite easily into collegiate or high school centers for our work. Such subjects as engineering can well be taught in such districts." Under date of August 28th he adds, "I am delighted to learn that the Army will be willing as you originally hoped to release men on furlough who care to do university work in France and Great Britain."

This suggested granting of furloughs to ambitious men wishing to continue their collegiate or professional education, whether officers or soldiers, will not prove as difficult from the military standpoint as might at first be considered. It will not represent anything like so large a disintegration of regiments or brigades as takes place in the normal course of war through casualties, the ordering of men to training camps, and the return of men to America on various missions. At any rate the fraction which would avail itself of this privilege would be numerically small, although important from the point of view of the future leadership within our nation. In large army centers like Bordeaux, qualified men from the neighboring camps could attend courses with little administrative difficulty, while the furlough privileges for men at small centers would of course be given only to a small number of students who could most profit by the privilege. Plans are under way to enable the British Colonial troops to attend courses at British universities during demobilization, and it is believed that for limited numbers the same privileges can be secured for Americans. The French universities can adjust themselves easily to a large number of new students, owing to their non-residential character. A. P. S.

on the basis of which a scientific study of the country can be made. The men who profit by this instruction now will not only learn about France but they will also be stimulated to study geography in general. The point of view which, during the war, they are forced to take toward France—this interest, that is, in railways, waterways, natural resources, topography—can be directed after the war to the study of the United States. If the opportunity is not lost, the Army should return with a more vivid appreciation of the economic resources, and of the economic problems, of their native land.

Some variations and some additions will suggest themselves later in this general plan, but its success will depend upon its simplicity. A complex educational program cannot be prepared or administered in an Army as large and as changing as ours will be in the period of demobilization. Our one hope of practical service lies in a modest and uniform program which ought to interest all types of men in the Army. This program, we have come to believe, is just such a study of America and American citizenship as we have indicated.[3]

In order to carry out this program we shall need the help of every teacher in the Army. For the mechanical organization of the program we shall need Y.M.C.A. Educational Directors in each division and area. We shall also need in every hut at least one educator, who can maintain the general machinery of the program and guide local educational activities. In other words, we should need, for the present number of huts, about seventy-five Educational Directors, and one thousand Educational Secretaries. Eight regional directors of educational interests would also be needed, according to our present division of Y.M.C.A. activities into regions. We have now only nineteen Educational Directors, and by the most generous count, only 285 people in the huts who have had practical educational experience. It is obvious that the personnel for this work must be enormously recruited at once, for there is only a slight chance that educators of experience will come to France after the war stops.

[3] This is undoubtedly the main desideratum, but it should not exclude the possibility of meeting through directed reading, correspondence courses, technical training centers, etc., the individual needs of the more ambitious men. A. P. S.

III. Certain Difficulties

There is a difficulty in carrying out the educational plan, apart from this need of numbers. The emphasis of Y.M.C.A. work in France has been largely upon the canteen service, and many hut Secretaries and divisional Directors frankly believe that the canteen, supplemented with religious programs, should be the whole enterprise of the Y.M.C.A. It is not an exaggeration to say that seventy-five per cent of the Secretaries underestimate the intellectual hunger of the men. Until we realize that the minds of the soldiers are enormously stimulated by the war, and that their intellectual curiosity must be satisfied if the war is to be fought with the greatest success, we shall be missing our chief usefulness in France. The Educational Department has found that its work flourishes wherever it has the sympathy of the Directors and the hut Secretaries, and it lags behind whenever the directors and Secretaries feel that education is a matter of small concern. Moreover, during the period of demobilization the educational work will be the chief enterprise of the Y.M.C.A. in France. Proper preparation cannot be made for that work if the Secretaries and directors do not feel now the future importance of the department's activities. If even at the present time the Y.M.C.A. owes a richer service to the spiritual and intellectual interests of the men than to the physical, there can be no question that we need the hearty cooperation of the entire staff now, to arrange for educational work after the war. There is a further reason why educational work should be emphasized by the Association as a whole, for it will provide the chief part of the Association's program during demobilization, and when the war draws towards its end, it would be the chief reason why the Association should ask the people of the United States for generous gifts. It seems desirable that the Secretaries in the field, and the citizens at home, should learn by some official pronouncement of the Y.M.C.A. that the Association attaches prime importance to its educational program.

IV. The Educational Program

1. The Teaching of French

The greatest educational demand on the part of the soldiers

has been for instruction in the French language.[4] The machinery set in motion for this purpose by Dr. Stokes has worked well. At present in most of our large camps we have a group of admirable French teachers, usually lycée professors, who conduct classes by methods which are becoming more and more uniform. Because of the shifting of the personnel among the students, it is impossible to report accurately the number of soldiers who are studying French. Probably the number exceeds 150,000. This figure is based upon the reports which we have been able to obtain from typical camps, and upon the knowledge that many other soldiers are studying French independently. Prof. Eugene Gourio, who was invited by Dr. Stokes to write a uniform textbook for our soldiers, has completed an admirable manual, "My French Companion," which is now in use, and is giving, so far as we can yet tell, great satisfaction. Since Prof. Gourio has taught many of the younger lycée teachers in France, we have fortunately found several of his pupils in various regions to direct the use of his book.

The French, British, and American Armies have given attention to this matter of language study through a commission, known as the Inter-allied Commission for the Teaching of Languages in the Allied Armies. The method of language teaching which seemed to the commission practical is, in general principles, the same as Prof. Gourio's. It may be said in passing that the work of this army commission and the use of Prof. Gourio's book may prove the beginning of a remarkable improvement in language teaching even in France, where languages have been well taught, and certainly in America, where our methods have been obsolete. Lieutenant Vernols of this commission has been making a tour of the French camps to address the teachers of English there on the proper ideals of language teaching. He has promised to make a similar tour to address the teachers of French in our Army.

[4] General Leonard Wood, after emphasizing the vital importance of a knowledge of French to officers, says, "It is also essential that as many of the men as possible should acquire a sufficient knowledge of French to enable them to communicate with reference to certain military matters." Preface to Cortina "French-English Military Manual." A. P. S.

In many of our camps in the rear the soldiers have little opportunity to hear the best French spoken, and certainly no opportunity to hear the perfect diction of the French stage. Arrangements are now in progress to send to the larger camps where it is practicable a small company of excellent players from Paris, who will give one-act comedies which are recognized as classics, prefaced by a short explanation in English. It is hoped that this tour will provide a number of soldiers with an insight they might not otherwise have into the beauty of the French language and the skill of the best French acting.

2. The Teaching of English

The teaching of English in our camps is likely before long to rival the teaching of French as a serious enterprise. There are in our army many illiterate negroes who desire to write home to their people, and who would fit themselves for better citizenship. There are also in France Polish troops, Russians, and Chinese laborers, to mention only three groups, who for various reasons wish to learn English. As fast as possible we are providing instruction for these people, and the number of students in English runs already into many thousands. The difficulty of obtaining textbook material for this instruction is enormous. We hope soon to have from the United States charts and elementary books; at present we have to manufacture our texts as we need them.

3. The Teaching of History

The number of textbooks in French history which are available for us is, as yet, small in comparison with the demand in the huts. In every hut library there are, of course, a few standard volumes, but not enough to provide each soldier with material for consecutive reading. At present we have found that the best way to teach history, especially during the warm summer months, is to arrange a series of lectures in each district, each lecture given by one hut Secretary who repeats his talk from hut to hut until the series has made the circuit of the district. These lectures are either accompanied by lantern slides or are followed by a series of lantern slide lectures covering the same ground in a

different way. By October we expect to have enough books for the formation of discussion classes and more elaborate reading groups.

Next to the study of French history, the most popular subject for historical lectures is the Causes of the War, and the local antiquarian interest in the region in which the troops find themselves. In several places, with the approval of the military authorities, we have arranged for occasional trips under expert guidance to chateaux or other significant spots. Our soldiers everywhere are interested to know of a few outstanding figures in French history. Prof. Charles Sarolea is at present writing for us a booklet on Joan of Arc, who proves to be the subject of the greatest interest among the troops.

It is naturally easier to interest the soldiers in France than in any other of our Allies, since we are fighting on French soil. The Educational Department feels, however, that far more attention should be paid to the study of British history and to the understanding of Great Britain and her ideals in this war. We hope to procure British lecturers in the autumn to interest our troops more intelligently in Great Britain and her colonies.

4. The Teaching of Geography

Something has been said already of Prof. Daly's service to us in organizing the teaching of geography. We find that in every hut where there is a map, the soldiers can be found studying the topography of France or the battle-line every hour in the day when they are free. This spontaneous interest should be encouraged and should be made the center of our educational work. In the United States, because we have had few foreign enterprises, the study of geography has been somewhat neglected, and a large number of American citizens are now finding out for the first time that geography is a science of immense and immediate human importance. Many of our soldiers, before they undertook military training, hardly knew how to use a map. Every hut will shortly have maps, not only of France, but of other parts of the world, and the instruction in history and in other subjects will be based as far as possible upon that central material.

The study of maps is producing in the soldiers an interest in economic geography, and this interest is increased by the obvious needs of the countries at war. Just as we hope to make some contribution to the teaching of languages with the experience we gain here, so we can reasonably hope to vitalize the study of geography for our schools and colleges at home by proper direction of the interests of the soldier here in France.

5. Army Schools

In two instances the Educational Department has been asked by the Army to supply instruction and library facilities in technical army schools. These invitations have been a great satisfaction to the department, as opening even during the war the opportunity for the kind of service we hope to render during the period of demobilization.

6. Lectures

The lecturers who have visited the camps under the direction of Mr. Steele and Mr. Johnson form an integral part of our educational staff; we are grateful to Mr. Steele and Mr. Johnson for their cordial cooperation at all times. The number of lecturers, as Mr. Johnson has already reported to headquarters, has increased on the whole, but it now seems to have reached a maximum. In February the number was 110, in March 199, in April 190 and in May 335. This last figure has not increased in the month of June, and we are facing a very serious need of lecturers. We need especially men well-grounded in history relating to all phases of the war, and speakers who can put before our troops the point of view of Great Britain, of Italy, and of our Allies besides France. We have found that the audiences are extremely appreciative of good lectures, but the soldiers set a high standard, and we cannot satisfy them with any but the ablest speakers. As the Army is increasing rapidly, the fact that the number of our lecturers is stationary means that we are losing ground relatively in this form of entertainment and education.

7. Slides and Cinemas

During the last three months about 150 sets of slides

have been in circulation among our camps. Each set has been used many times in each district. We are gradually building up a satisfactory supply of slides for lectures on France, especially on French history and French art, and on the life of Joan of Arc, and for lectures dealing with Great Britain. We have also a number of slides on miscellaneous subjects which have come to us from the United States, but we find that in general only those illustrated lectures are successful which satisfy the present interests of the men. The educational work has also been supplemented by the Cinema Department, which provides the most popular form of light entertainment. Our special need in this field is more films bearing upon serious and educational subjects.

8. The Library

Our whole educational program rests upon the library.[5] Where no lecturer and no form of entertainment can reach the soldier, a good book or an illuminating article in the magazine is a precious companion—often it is the intellectual and moral salvation of men who have been under great nervous strain. Through the generous cooperation of the American Library Association, whose Director, Mr. Burton C. Stevenson, works in the closest cooperation with us, we have been able at least to begin a large library service. Small library cases to hold about seventeen volumes are being made for trench libraries. A larger size, holding thirty-five volumes, is also being manufactured, and it is planned to furnish each fighting division with about

[5] In this connection it is interesting to note the list of books specifically authorized by the Ministry of War for use in the "Foyers du Soldat," i.e. the Y.M.C.A. for the French Army. These are of three main groups, Fiction, "Propaganda," and "*Livres de Travail.*" The first group is rich in works of solid merit in the field of literature, Balzac and Victor Hugo being special favorites among the poilus. The second group is mainly devoted to works on the war, its causes, participants, etc. The third is of special interest, indicating the serious nature of the reading demanded. The subdivisions are Aeronautics, Agriculture, Chemistry, Construction, Drawing, Economics and Legislation, Electricity, Geography, History, Hygiene, Languages (English), Management (Scientific), Philology, Physics, Sciences (Natural), Telegraphy, and Telephony. The American list ought to be at least as inclusive, as our soldiers average having had more educational advantages, and they cannot replenish their private libraries by visits home every three or four months. A.P.S.

200 of these units filled with A.L.A. books; 36,300 A.L.A. books packed in 519 standard library units have been requisitioned from the Paris warehouse during the last three months. These books are serving about 200 points in the field. In addition, all ports of entry and all naval stations in France are already supplied with A.L.A. books shipped direct from the United States.

Textbooks to the number of 27,094 have been sent out from Paris and 50,010 bound volumes, aside from A.L.A. books, and 266,657 Testaments and religious books have been sent out. The total of all items sent to the field since the beginning of the library service in October, 1917, is 3,847,558. Of this total, the items sent to the field in the last three months amount to 3,214,025.

Thanks to the hearty cooperation of the Divisional Secretaries, the library renders a large newspaper service, distributing daily papers even in the front-line trenches, and providing the men with news in places where no news-stand service exists. In the month of June the library sold and distributed over 245,345 copies. In addition to the daily paper service, the library sold in June 54,360 copies of *The Stars and Stripes*. The circulation of new magazines is now 42,944 copies monthly. During June the library distributed to the front line trenches 215,363 old magazines. The total distribution of magazines and papers for June is 558,012 copies.

The needs of the magazine service are very large, and though they may be considered a part merely of the administrative detail, they should be noted here because of their extreme importance. If the library does not function successfully, the whole educational program will be handicapped. The library will shortly need far more space for its magazine room. By actual count at present eighty per cent of all the mail sacks arriving at Association headquarters contain magazine mail. Six months from now the library will be required to wrap and deliver by auto-truck over 200,000 new magazines monthly, and by that time ninety-five per cent of the mail sacks arriving at headquarters will probably be for the magazine department.

The library service is obviously an enormous business

enterprise. It has been greatly handicapped in recent weeks by the lack of stenographers and clerks. It is easy to sympathize with capable young men and women who come to France for active service and are therefore unwilling to devote themselves to office work; but unless a proper force can be supplied for the library, and for the shipping of books to the field, we shall continue to lose valuable time in meeting the vastly increasing demands of the Army.

At present Professor Daly and the members of the library staff are preparing a list of textbooks and books of reference which will be needed for the courses given in the period of demobilization. If our program for this period is to begin promptly at the termination of the war, all such books must not only be selected, but must also be ready in France for prompt distribution as soon as the war is over. To make a wise selection of textbooks so far in advance, we shall ask the advice of army experts and of educational experts at home.

In several regions Mr. Stevenson is setting up small libraries of A.L.A. books for reference purposes. Such book centers will increase as the war continues. It is the hope of the Library Department to set up wherever they are needed a series of libraries which will not only be useful in the educational work but will also illustrate to some extent American methods of library administration. In each of these libraries a professional librarian will be installed.

9. Correspondence Courses

For some time there have been inquiries from the field as to the possibility of establishing correspondence courses in various subjects. We are fortunate to have in the Y.M.C.A. service at the present moment Mr. B. W. Burdick, who has had long experience in setting up the machinery of correspondence courses. He is now making a survey of certain divisions otherwise not served by our educational program to see how many officers and men have already taken correspondence courses at home, and how many wish to continue study by this method in France. On the basis of his report a system of correspondence teaching will be

set up which will not tax the mails, but which will, we hope, reach those soldiers who could pursue their studies in France only by this method. Among both officers and men the reception of this suggested plan has been cordial.

10. Publications

The Educational Department has found it necessary to publish a number of pamphlets for free distribution among the troops, and it contemplates the publication of small textbooks of various sorts not otherwise obtainable. Mr. G. K. Chesterton prepared an address to the American troops,[6] which has been printed and distributed; this brilliant essay sets forth the English point of view in the war. Mr. Kipling kindly permitted us to reprint and distribute to the troops his powerful message on the issues of the war. We have printed and distributed copies of the Constitution of the United States, and we have in press at the moment a pamphlet called "The Ideals of the Home-Land," containing the Declaration of Independence and the most famous state papers of American presidents. At the suggestion of teachers in the French schools, Prof. Erskine, Prof. Holliday, and Prof. Appelboom each prepared a pamphlet on the American ideals and the American contribution in this war. These pamphlets in French have been distributed among the French school children. The department now issues monthly to all the Secretaries interested in education a bulletin called *The Letter-Box*, in which information from headquarters is printed, as well as significant letters from Secretaries in the field. It is hoped that this bulletin will serve for the exchange of ideas among our staff.

The department has issued posters supplementing the educational work. The most important, perhaps, is Lincoln's Gettysburg Address, in English and in French, which is to be distributed throughout the French Foyers as well as our own huts.

[6] Mr. Chesterton's essay entitled, "To the Americans" is given to all American troops on arrival in England. An admirable brochure, "France, Our Ally," by Madame Hugues Le Roux (B. Van Vorst) is given by the Y.M.C.A. to every soldier leaving America. A. P. S.

At the earnest request of this department and through the kind offices of the Maison de la Presse, President Poincare, Marshal Joffre, General Foch, and General Pétain each consented to write an autograph letter of greeting to the American soldiers arriving in France. These letters are in process of duplication, and are to be distributed in all huts here in the form of posters, and to be shown on stereopticon slides on the transports crossing the ocean. The originals will be sent by this department to the Congressional Library at Washington, as a souvenir of the welcome that France has given to our armies.

JOHN ERSKINE,
Acting Director Educational Department.

VII. REPORT BY PROFESSOR REGINALD DALY, ON AN EDUCATIONAL PROGRAM FROM THE POINT OF VIEW OF A HUT SECRETARY

July 9, 1918.

Professor John Erskine,

Director Educational Department.

Dear Mr. Erskine:

The study of our educational program, founded on sixteen weeks of experience as Hut Secretary and lecturer, has led me to certain conclusions and suggestions which, perhaps, may not have been fully formulated in writing by a field man. Their record may be useful if it succeeds in picturing concrete needs of our Army and actual possibilities in meeting these needs. I shall not here attempt to discuss Mr. Stokes' program, but confine the following statement to suggestions based on field experience, which, of course, has benefited by constant reference to Mr. Stokes' able memoranda.

A preliminary word as to the automatic education due to the war itself may not be out of place. Contact with our soldiers day by day assures one that travel, living with a different race having a different culture, army discipline, a new sense of the world's bigness and variety, and allied causes are stimulating the boys' minds at a rapid rate. This source of encouragement should never be forgotten by workers in your department, who, so fully alive to the needs of conserving and increasing the mental power of our boys, necessarily meet difficulties in carrying out a consciously devised program of education. The thought that the war is not all waste, that our educators are guiding a real, live, tremendous force should preserve their own morale and keep them from discouragement in the face of detailed difficulties.

It seems to me that the mental stimulus of the war should control our general program. Opportunism is a dangerous principle in educational planning under ordinary conditions, but, in view of the many obstacles to effective administration for our Army in France, the prevailing interest

of the soldier may well be used to oil the wheels of this particular educational machine. From the first your department has actually used this principle, emphasizing France and the French, our other allies and their countries and histories, the history of the war, etc., and a vast amount of good has been done. Experience shows the advisability of continuing the present policy, so long as the war lasts, merely increasing the equipment and personnel to match the growth of the Army and the detailed needs increasingly felt at the older centers.

However, the same principle implies a drastic change of emphasis when the fighting stops and the period of demobilization begins. Thoughtful officers and enlisted men have, in conversation, confirmed the rather obvious statement that when the armistice begins, our soldiers will immediately turn their eyes homeward. Their interest in Europe and the war will be temporarily swallowed up in the consuming thirst for knowledge as to what is going on at home, how they will fit into civilian life again, what preparation for that adjustment can be made during the months of waiting. Such personal interest should be used to teach our boys about America, the duties and privileges of life there. I therefore suggest that *citizenship at home* be the guiding subject in planning for the time of demobilization.

Knowledge of our country, vocational training as far as possible, and the preparation for wise, unselfish, patriotic action during the difficult reconstruction days—these may well lie at the core of our program then.

I. Program during the War

As already noted, the elastic system in use now, while the fighting is on, seems to be the best possible under the conditions, yet its mechanism requires improvement.

1. The administrative head of the department should be a man who has been long in France, gaining experience with our Army, and he should be kept *permanently in power*. No other department of the Y.M.C.A. in France can suffer so much from rapid changes in the directorship. Any Educational Director must "learn his trade" by actual

work with army men, for traditional rules of educational procedure are quite insufficient here.

2. *More Educational Secretaries* in the field are needed, men to look after whole army divisions, and men to look after the larger huts individually.

3. All workers in huts should be expressly encouraged to seize every opportunity to stimulate *the soldier's mind.* I have found a tendency for some hut Executive Secretaries, as well as their colleagues, men and women, to regard intellectual training as really not part of the Y.M.C.A. job. While the hut entertainment must continue to be arranged for the majority of the clientele, who are usually not keen to learn, the more serious minority—in general the best men as future citizens—are not given enough of what *they* want and need in the way of evening programs. Too often the test of a lecturer's worth to the hut is his popularity with the great mass of the men.

Catering to the mental needs of the more cultivated soldiers takes much time and energy and, as far as possible, work at the canteen should be cut down. I am convinced that the canteen hours are too long each day at practically every hut I have visited.

4. All Secretaries should be encouraged to lecture or hold informal discussions with the men on their own specialties, if those specialties have intellectual quality. Talk about hobbies, whether related to the war, France, or Europe generally or not, is likely to stimulate specially the power of thought in the soldiers, simply because the speaker is at home in his subject and "the fire burns."

5. A great increase in *quiet-rooms* throughout our service is imperative for service now and still more during demobilization. Something ought to be done along this line by rearranging the standard hut, such as that at Chatillon-sur-Seine. Mr. Tallant, the Divisional Secretary there, agrees that its store-room is twice the size it ought to be. The Secretaries' rooms could be smaller; the "class-room" at the stage end of the hut is too small for the soldier audiences to be attracted to the more serious lectures specially offered to the men of some college or good high-school

training. The Hut Construction Department might well consider a rearrangement by which the spaces now given to this class-room, to surplus store-room and surplus secretary room would be consolidated into a most useful small lecture (and class) room.

After three months of beseeching, I got the Red Cross to partition off the writing room from the auditorium in the hut at Base Hospital 15. The writing room thus became a fine quiet room and the acoustics of the auditorium were greatly improved, with no loss in the capacity of the auditorium. Our standard hut needs the same treatment.

6. I have found the soldiers enjoy snappy *fifteen-minute addresses* on serious subjects *on "movie" nights*. Then the hut is packed and the chance to reach the men is unique. Talks on conditions at home, on European politics, on specialties like the new star in the heavens, the submarine situation, the food situation, etc., could be given, duly advertised, by visiting or hut Secretaries. The enjoyment of the movies could thus be actually enhanced by putting variety into the evening's program.

7. We need a vast increase in the number of *serious, informing films* used on our movie nights. They are popular with the boys and often stimulating to thought. Should not special effort be made to secure such films in America?

8. In general there is a lack of *blackboards* in our huts, indispensable as these are to our work. Those now issued are few in number and too small for general hut use. They should be provided with screw eyelets for hanging, so that they can be readily moved from one room to another for use. Both faces of each board should be prepared for service.

9. In each hut there should be hanging a copy of each Armand Colin wallmap: *a. France, Villes*, and *b. France, Cours d'Eau*, and in each division, at least one copy of *a* and *b*, mounted on cotton for the use of traveling lecturers.

Colin's similar maps of Europe, Asia, the Balkans, Mittel Europa (with fortresses of Europe, Alsace-Lorraine, etc., specially well indicated), etc., could be added to advantage.

10. Colin's special chart illustrating the *metric system* should be put in every hut and instruction on the subject demanded at all centers. Let us try to send home a million missionaries to preach the gospel of sensible weights and measures! A circular giving the history, logic, and advantages of the metric system might be sent to all hut Secretaries for free distribution.

11. While hut Secretary I was constantly being asked for the loan of *serious books*—on engineering, history, psychology, geography, etc. A selection of these should be sent with the novels now being forwarded to the huts.

12. Classes in *elementary reading and writing* of English should be formed in many of our camps. Textbooks and copybooks to match, "scratch-pads" and pencils should be rushed over from the United States by the hundred thousand.

II. Program during Demobilization

Though our Government may be able to ship home a million men every three months—meaning that the period of demobilization need not be as long for physical reasons as was once thought—the political conditions will almost surely be such that shipment of men cannot be well under way for several months after the armistice begins. It is safe to say that the average soldier will be in Europe at least five months after fighting ceases. Huge salvage units must remain a year or more.

Hence your department can rest assured that a comprehensive program for that most important period of all, educationally, is worthy of every possible constructive effort. The duration of the time, as well as its vast moral importance, give a clear opportunity for service to the limit of our power.

Now is the time to make out the demobilization program, largely because the material must be brought from America, involving: slow correspondence; the assembling of equipment in America; its transportation, necessarily slow; a campaign to develop active interests in this special problem among War Department and other Government officials and among publishers: the writing and printing of pam-

phlets and books particularly needed; arrangements for new printing of standard books from electroplates now in stock; the draughting and printing of certain maps to be greatly needed during demobilization; the arrangement of finances to carry out the program. Obviously not a moment is to be lost in making preparation!

Personnel

This will include: The Secretaries of the Y.M.C.A.; traveling lecturers; volunteer or detailed army officers and men; possibly the staffs of some French schools for the rare men in our Army who understand French, wish to study in French schools, and will be allowed furloughs for that purpose.

In my opinion, few volunteer educators will arrive in France after the armistice is declared. They will not come, and because of the tonnage question, they *could* not come. We must, therefore, depend on the personnel built up and mobilizable from men and women already in Europe.

One way to increase the educational staff then would be to turn over the canteens to army details, thus freeing one thousand or more of our hut officers for educational service.

The Program

Our Divisional Secretaries and army officers have assured me that our soldiers will, at all costs, be kept busy during demobilization, whether or not they are to be employed in rebuilding the devastated areas. Both for military and moral reasons it would be unwise to break up army units any more than is absolutely necessary. To do that would be to make the soldier boy homeless, for his unit is his home in France. Pride, satisfaction in his unit, is one of the most wholesome, steadying influences in our Expeditionary Force. In general, good officers should not be taken away from their companies, even to allow those officers the privilege of studying in French or British universities. The officers whose ambition lies that way are just the men needed to guide and befriend the enlisted men in the difficult time of demobilization. The effort should rather be to convert these officers into teachers; their own

mental and moral development in the discharge of the new duties would go far to balance the loss of a theoretical chance to pursue technical studies themselves.

In any case only a minute fraction of our Army would be on furlough during demobilization and the demobilization program must apply essentially to an army under conditions like those when the last shot is fired, except for the stress of fighting. That is, the educational program should be built around the huts then existing. I believe French lycées and universities cannot figure largely in our calculations.

The elastic mechanism built up during the period of fighting should work even better during demobilization, that is, stimulating lectures, cinema subjects, individual study of books and maps, class room work, etc., will continue. Yet the emphasis should be changed to match the sudden shift of the soldier's interest homeward. I believe few of the boys will then begin or continue French lessons; hence class-room work may be devoted to live subjects connected with the soldier's immediate future at home. So great should be the demand for short courses along this line that quiet rooms will be needed more than ever. The Hut Construction Department should be conscious of this future need as they are now building.

Lecturers and hut Secretaries ought to be planning and preparing themselves to give in the main auditoriums single lectures and short series of lectures as well as class-room courses.

In proportion to the success won by lecturers in stimulating the soldiers to think will be the demand for informing books. The class work means the necessity of textbooks. In fact, I am of the opinion that our chief reliance ought to be on serious books, as we try to encourage the solid education of the soldiers. To be sure, many soldiers will never read seriously. We cannot stop for them, any more than our school program at home is made for the readers of "yellow journals." Educational effort in France, as at home, can win success only as there is background in each soldier's life. Experience in the huts shows that about twenty per cent of our soldiers will read if good books are

accessible, especially if they are stimulated by lectures or personal influence. Our efforts should be concentrated on this twenty per cent.

One need not dwell on all the advantages of relying on books. A well-written book is in a sense a course of instruction, the very thing we should like every soldier to have with an instructor. Teaching by the latter method is impossible for most of the vocational studies our boys are going to demand, or at least need, during demobilization. The textbook or handbook is the next best thing. It can begin the immediate instruction of a boy in a camp, whether he is alone in his ambition or shares it with fifty others in the same camp. The diverse interests of the men in a company or a regiment make it absolutely impossible to offer them personal instruction in their respective subjects. What these men need is the wisdom of the world, and the Y.M.C.A. and army officers together could not cover the field. Segregation of the soldiers according to their individual desires in education is, to my mind impracticable, though the Canadian Y.M.C.A., dealing with a much smaller army, is planning to try to face failure because of the lack of competent instructors and sufficient equipment.

No, the book, with its order and seasoned thought, is the best available equivalent of a strong course of instruction. To their use lectures and personal discussions in the huts should systematically guide our soldiers.

Kinds of Books, Pamphlets, and Maps Needed

Two classes of books should be provided: those which in a broad way may be called vocational and those specially intended to develop intelligent citizenship.

The equipment relating to citizenship might include:

1. Books on the United States
   - *a*. Geography: Physical, Political, Economic, Commercial, Historical (Growth as a world power).
   - *b*. History: Political, Economic, Literary.
   - *c*. Government: National, State, and City.

2. Special books or pamphlets on:

   American Possessions and Territories (Philippines, etc., Alaska, Hawaii, etc.); Labor Questions; Prohibition, Its Present Status; Suffrage; Banking System of the United States; Pacific Trade, Present and Future; South American Trade; Metric System, Its Advisability.

3. Large maps of the United States, legible at 100 ft. (for lectures in huts). These to be

   a. Physical.

   b. Economic: coal, iron, oil, gas; agriculture (irrigation, crops, etc.); railroads (trunk lines with principal cities).

   Atlases of the United States for close study.

4. Special army editions or regular editions of:

   New York Independent, *New York Outlook*, *World's Work*, *Literary Digest*, *National Geographic Magazine*, *Scientific American*, *Bulletin Geographical Society of America*, etc.

5. *Vocational books* might include works, both general and special, in the field of:

   a. Engineering: Civil, Mechanical, Electrical, Sanitary, Chemical, Mining.

   b. Pure Science: Physics, Chemistry, Physical Chemistry, Physiology, Psychology, etc.

   c. Social Ethics.

   d. Economics.

   e. Business, Banking, Insurance, Bookkeeping.

   f. Mathematics: Arithmetic to Calculus.

   g. Farming.

6. Periodicals: e.g., in Engineering, Trade, Agriculture, etc.

Number of Books Required

In general at least two copies of each bound book should go to each hut. The pamphlets, to be given away, if pos-

sible, at least 100 copies to each hut, but their supply to depend on the subject, cost, etc. Doubtless special printings of many books would be necessary. Many others (e.g., textbooks) could be supplied by gifts and by purchase from second-hand stores.

Cost and Administration of the Equipment

According to the degree of its elaboration, this plan would call for a total sum ranging from five to ten million dollars. It is suggested that Congress be asked to appropriate such a sum, the amount to be estimated by an expert commission. If possible, the administration of this great soldiers' library might be controlled by the War Department with the Y.M.C.A. The big problem of the selection of the books is not touched in this memorandum.

Salvage

Books still in good condition at the close of the demobilization period might be presented either to public libraries in America or to public libraries in France.

Conclusion

Whether or not this ambitious plan can be fully put into operation, there is no doubt about the advisability of taking steps at once to send to France a vast number of textbooks, handbooks, general works, maps of the United States and special informing pamphlets designed to prepare our soldiers for loyal, effective, intelligent citizenship. These will be most used and most useful during the demobilization period, but the time for their selection is *now:* the time for their shipment to France is the immediate future.

Yours sincerely,

(Signed) Reginald A. Daly.

VIII. REPORT ON CONDITION OF THE WORK, OCTOBER 1, 1918 BY PROFESSOR JOHN ERSKINE

Chairman, The Army Educational Commission

I. Personnel and Organization of the Educational Work with the American Expeditionary Forces

The following outline of the organization of the Educational Work and personnel serving the American Expeditionary Forces as at present completed and definitely projected is to be published in *The Letter Box* for October 1st. Both organization and personnel are subject to expansion and change as the growth of the work and the needs of the service may require.

HEADQUARTERS STAFF—10, Rue de l'Elysée, Paris

I. The Army Educational Commission

The Army Educational Commission has general charge of the organization, conduct, and supervision of all the educational work of the Y.M.C.A. with the American Expeditionary Forces. The Commission acts as a body in considering and establishing fundamental principles, policies, and methods of procedure. In the execution of determined principles, policies, and methods, the Commission is organized and responsibilities are assigned as follows:

1. John Erskine, Professor in Columbia University, Chairman, in charge of all higher academic and professional education.

2. Frank E. Spaulding, Superintendent of Schools, Cleveland, in charge of the Field Staff and the organization of general education below college grade.
Special Assistant, P. A. Appelboom.

3. Kenyon L. Butterfield, President of Massachusetts Agricultural College, in charge of vocational education, agricultural, commercial, trade, and higher—technical.

Algernon Coleman, Professor in Chicago University, Executive Secretary of the Commission.

II. Specialists Associated with the Educational Commission and in Charge of Subjects or Departments

1.	Reginald A. Daly, Professor in Harvard University,	Geography
2.	Peter A. Appelboom, Professor in Kansas State University,	French
3.	*	History
4.	.....	Civics
5.	.....	Elementary English
6.	.....	Mathematics
7.	.....	Applied Art and Trade
8.	.....	Commercial Instruction
9.	.....	Lectures and Lecturers
10.	.....	Correspondence Courses

III. Department of Books and Periodicals

J. F. Mason, Director.

FIELD STAFF

I. Regional Superintendents

Subject to general policies approved by the Educational Commission, all the educational work of a region is under the general charge of a Regional Superintendent, whose duty it is to report to the Educational Commission the educational needs and opportunities of his region, and to organize and supervise the work therein.

Region	Regional Superintendent	Regional Headquarters
1.	*	Rennes 30 Quai St Cast
2.	Dean S. Fansler	A.P.O. 705
3.	J. D. Finlayson	A.P.O. 717
4.		A.P.O. 755
5.		A.P.O. 702
6.	H. H. Mallinson	A.P.O. 731
7.		A.P.O. 706
8.	R. W. Cooper	A.P.O. 757

*Where no names are given departments are in charge of temporary appointees.

II. Divisional Superintendents

Under the immediate general direction of the Regional Superintendent, Divisional Superintendents will study the educational needs and opportunities of their respective divisions, report the same to their Regional Superintendent, and organize and supervise the work within their divisions.

III. Hut Educational Directors

Under the immediate general direction of the Divisional Superintendent, Hut Educational Directors will study the educational needs and opportunities of their respective units, report the same to their Divisional Superintendent, organize classes, teach and secure teachers for such classes, and supervise the work of all teachers serving in the unit.

All persons assigned by the Educational Commission are expected to cooperate heartily with all other Y.M.C.A. workers, but to devote themselves primarily and chiefly to the educational work for which they have been made responsible by their assignment. Any Hut Educational Director or Divisional Superintendent desiring to transfer from educational to other service must first secure approval of such transfer from the Superintendent under whose immediate general direction he is serving. Regional Superintendents desiring transfer to other service must first secure approval of such transfer from Mr. Spaulding of the Educational Commission.

In addition to this organization in France, the Commission has the invaluable aid in New York of Professor George Strayer of Columbia University, President of the National Educational Association, and Dr. James Sullivan, Director of the Division of Archives and History in the University of the State of New York. Mr. Franklin S. Hoyt is also assisting in New York in the purchase of books for the educational work in France. He will shortly go to France to assist the Commission in the field; and Mr. James Mason will visit the United States to assist in the purchase of books.

II. The Status of the Original Plan

In the report for July 1st it was suggested that the plan

to send soldiers to French and British universities would probably not be practicable. Since that report, the situation has so developed that it is now possible to offer this opportunity to the Army. During the coming winter the university of Grenoble will open its courses to soldiers on leave and to convalescents, and other French universities will probably offer similar opportunities even during the war. A prospectus will shortly be published listing the courses which will be available for American soldiers in France and Great Britain during the period of demobilization.

The report of July 1st emphasized the two phases which we hope to stress in our educational work —the insistence upon French and European interests while the war lasts and upon American interests during demobilization. It was our intention to outline the general trend of our instruction, with the hope that we might add as many courses and educational opportunities as possible. We did not intend to abandon the vocational or industrial or common school courses originally planned. It can now be stated definitely that industrial and vocational courses will be offered for thirty or forty per cent of the Army; that common school and high school courses will be offered to supplement the education of soldiers who have not finished their school work; and that courses in the French and British universities will be open to qualified students. It is the intention of the Army to send soldiers or officers to the university in the order of military and academic merit—i. e. when a given number of places are open at a given university, applicants who are academically qualified will have the privilege of attendance according to their record in the Army. The industrial courses and the high school courses will be administered under the general principle of interesting the men in the United States in our problems of citizenship at home.

III. The Educational Program

1. *The Teaching of French*

Classes in French increase in number constantly. There

are now more than 200,000 soldiers studying French. Professor Gourio's book has proved successful wherever we could furnish teachers trained in its method. We have engaged two language teachers of long experience in France to visit the French classes and to supervise the instruction from the point of view of the Gourio method. In some camps where the teachers have not been trained in this method, we are still using Hugo's "French Simplified." We have found it impossible to obtain sufficient quantities of the simple phrase books such as soldiers and sailors like to carry in their pockets when they first reach France. Professor Appelboom has composed a French phrase book for us, the first edition of which, 100,000 copies, is now in press. It has been decided with the consent of the Finance Committee of the Y.M.C.A. in Paris to offer all French instruction to the soldiers free of charge. During the month of July and part of August we were able to send to the large camps at Brest and St. Nazaire a theatrical company composed of members of the Comédie Française and the Odéon, who presented classical French comedies with the singing of old French songs in costume. The registration in the French classes in these camps is large and the audiences deeply appreciated the opportunity of seeing the very best French dramatic art.

2. The Teaching of English

The teaching of English to illiterates and to the foreign born is increasing rapidly in importance. There are at present some 30,000 troops reached in one way or another by this teaching. The great handicap in prosecuting this work has been the lack of textbooks, blackboards and copybooks. The eagerness of the men to profit by this instruction is remarkable. The Army proposes to make compulsory the study of elementary reading and writing and elementary arithmetic. We have been somewhat unwilling to see this order in effect, since wherever we were able to provide the instruction the men who needed it have been eager to avail themselves of it, and we have not been able to teach a larger number.

3. The Teaching of History

We have made less progress in teaching history than in teaching any other subject. We are without textbooks. Until the books arrive we can do nothing more.

4. The Teaching of Geography

Professor Daly has put in every hut the sets of the Armand Colin maps of France and Europe. We have asked the Red Cross to put these maps also on the walls of hospitals, where the men can easily read them across the room. Through Professor Daly we have also arranged with Armand Colin for the production of similar maps of the United States. The advantage of these maps is that they can be read at a great distance and they show the resources and industries of the country in the most intelligent way. The maps of the United States will be ready at the end of this year.

5. Army Schools

The work of this Commission in army training schools in France continues to grow and in every way is satisfactory. We have constantly the increased cooperation of individuals in the Army at these schools and in our other educational work.

6. Lectures

The lecture service has been taken over from the Entertainment Bureau and at present it is in process of reorganization under Professor Coleman. Our lecturers come from the United States, from the French Army, or in some cases from England. The French Bureau of Public Information has been most kind in furnishing us with lecturers from the Army and from public life, but the service, like our own American lecture service, has been sporadic. A plan is now in operation whereby a certain number of French and American lecturers may be assigned to each region to cover the territory thoroughly and then to be reassigned in a body to another region. This arrangement will make sure that all the troops have the benefit of this lecture service, and it will also save much embarrassment to our already overtaxed transportation system.

It should be noted that the quality of lecture now needed is much higher than the sort of talk which was quite satisfactory two or three months ago. The soldiers are constantly more earnest in their desire for information about the war, about the country in which they are fighting, about the history and ideals of the Allies, and about the future of our own country. As they become accustomed to army life and the conditions of the war, they demand a more searching kind of treatment and become more critical. It is quite useless to put before them a lecturer who is merely entertaining or, in the less fortunate sense of the word, merely inspirational. It is the attempt of the Army Educational Commission to secure more lecturers from our permanent forces in France. As our educational staff is recruited, we should be able to offer the soldiers a finer program, with less trouble to the main office in Paris and to the transportation service.

7. Slides and Cinema

The use of stereopticon slides in the study of geography, art, and similar subjects, increases satisfactorily. A number of our lecturers are taking the slides quite near the front and the soldiers are highly appreciative of this form of entertainment when the lecture is itself interesting. We still deplore the lack of educational films. The majority of pictures shown are entertaining and amusing, and no doubt supply a certain need, but if we could put before the men films showing historical or geographic themes, or explaining the process of important manufactures at home and abroad, the men would appreciate the offering and in some cases they could be taught by such means much more easily than by the ordinary lecture.

8. The Library

Mr. Mason reported on September 1st that during July and August the Department of Books and Periodicals distributed 2,726,870 items. The main subjects for which textbooks have been requested are given in the order of demand: French language, mathematics, history, primary reading, penmanship, geography. During July and August

we received from the American Library Association for our hut libraries, 34,902 volumes. The shipment by our Library Bureau of other bound books to the Y.M.C.A. Division during the same period amounted to 163,063, making a total of 197,965 bound volumes sent out in the last sixty days.

Our Headquarters Library conducts a mail order and sales department for the Army. This service is apparently appreciated by soldiers and officers wishing to purchase books. Only in the rarest instance does the soldier or officer select fiction. In a single week we have received orders for the following titles, indicating clearly that our men are thinking of serious subjects:

Complete Bookkeeping; Drug Gardening; Textual Criticism of the Greek Testament; Plane and Solid Geometry; Copy books for penmanship classes; Books for shorthand; Bridge-Building Handbook; Plane and Spherical Trigonometry; Cement and Stone Work; Electrical Engineer's Handbook; Rubaiyat of Omar Khayyam; Greek Grammar; Logarithms and Tables; Architectural Gardening; Forestry; Algebra.

A typical order from the field is illustrated by the telegram from one secretary for ten French teachers, 200 French-English dictionaries, and 200 textbooks in French to be shipped immediately.

Among the most popular services rendered by the Library are the selling of daily papers and the free distribution of magazines for reading-table use. During July and August 1,840,231 newspapers and magazines were shipped.

The effects of Professor Daly's effort to increase the Army's interest in geography was shown as soon as the Colin maps were put in the huts for class work. We have sold to officers and soldiers, who evidently wished to pursue the study independently, nearly 8,000 copies of maps of Europe and France. We have also put in all the huts a sectional road map, 16 ft. by 5 ft., showing the battle-front in detail. When this map is supplemented with pins and colored cords to show the war lines it proves the center of attraction in the hut.

The American Library Association continues to co-

operate with us in the most admirable manner. We are glad to learn from Mr. Stevenson that he, too, is convinced of the serious interest which the soldiers have in more solid kinds of books. The public at home have donated to the American Library Association chiefly novels and light reading, thinking that such books would prove the proper distraction for the soldier. As a matter of fact the donors of these books underestimated the intellectual powers of the Army. If novels are still to be presented they should be only of recent date or of the most undoubted excellence. If we had in the huts more copies of famous works of fiction or if the latest books were on the shelves, the men would be satisfied with fiction as at present they certainly are not. But even with such an improvement in the offering of the A. L. A., we ought to ask people at home to contribute textbooks and solid works of reference for our hut libraries; that is the kind of book we need. Recently Mr. Stevenson secured a franking privilege from the Army, by which he could send to any soldier who asked for it, any book at the Paris headquarters, and the soldier could return the book when he had read it. Mr. Stevenson made known to us the significant fact that though the soldiers are availing themselves enthusiastically of this opportunity, they are not asking for fiction. A typical request is for law books, or for textbooks on mathematics, or for works of history. If the A. L. A. is to play its proper part in our educational program now and during demobilization, the people who donate books should give us textbooks of recent edition and reference books on all the more obvious subjects. And if this situation is properly explained to the American public we have no doubt that the response will be cordial and prompt.

To illustrate the scale on which books are to be furnished, we add this preliminary memorandum of books in some departments of study already ordered for early shipment to Paris for use by the Army Educational Commission.

I. Basal Books: to be sold to the soldier-students.
II. Reference Books: to be placed in the hut libraries.

1. Basal Books

Subject	*Number of Copies*
Agriculture	50,000
Accounting and Bookkeeping	40,000
Automobiles	15,000
Banking	15,000
Business and Salesmanship	75,000
Design, Drafting and Lettering	20,000
Chemistry	40,000
Citizenship, Government and Politics	40,000
Economics	30,000
Civil Engineering	10,000
Mechanical Engineering	12,000
Electrical Engineering	12,000
English	100,000
Forestry and Lumbering	2,500
Geography	25,000
History	50,000
Journalism	1,000
Machinery	3,300
Mathematics	100,000
Mining	500
Penmanship	50,000 Charts
Physiology	500
Stenography	5,000
Telegraphy, Telephony and Wireless	6,000
Transportation	4,000

2. Reference Books

2,200 copies of each of these books will be ordered. It is hoped that the American Library Association will meet the expense.

Subject	*Number of Titles*
Agriculture	12
Accounting and Bookkeeping	10
Architecture	12
Automobiles	8
Biography	46
Botany	4
Business	33
Carpentry	7
Cement and Concrete	3
Chemistry	20
Citizenship, Government, Politics	53
Conservation	1
Dentistry	3
Design, Drafting, Lettering	11
Economics	26
Engineering	60
English	15
Evolution	7
Forestry and Lumbering	8
Geography	60
Geology	4
History	49
Insurance	2
Invention	1
Journalism	3
Locomotives	6

Subject	*Number of Titles*	*Subject*	*Number of Titles*
Machinery	7	R. R. Transportation	5
Mathematics	34	Reference Books	6
Metallurgy	9	Religion	8
Mining	5	Rubber Manufacture	4
Miscellaneous	27	Salesmanship	3
Motion Pictures	3	Science, General	2
Music	4	Sociology	27
Physics	20	Sugar, Manufacture of	3
Physical Chemistry	1	Stenography	4
Physiology	2	Typewriting	1
Plumbing	5	Textiles	10
Printing	3	Telegraph and Telephone	14
Psychology	8		

Lists of books in other departments are being prepared.

9. Correspondence Courses

In the report of July 1st it was noted that Mr. Burdick had made a preliminary survey of the Army for us to determine what subjects the soldiers would care to study in correspondence. The chief requests were for courses in the various forms of engineering, in business, and in agriculture. We are now arranging for a Director for the correspondence work and for the necessary markers to set up a few courses in these subjects, with probably one or two courses in literature or history. We hope that the Correspondence School may be in operation by January 1st.

IV. The Needs of the Work

The two immediate needs of our work are books and supervising teachers. Unless we can get to France and to England at once the enormous number of books needed for study during demobilization, we are not likely to be ready when the war comes to an end. For our immediate work we need thousands of books. We are sending to New York the list of textbooks needed and we hope that three of four millions of these books may be sent to us before January 1st. Without textbooks we cannot respond to the demand which the Army is making for instruction in

subjects necessary to the proper carrying on of the war, and without textbooks it is useless to bring over teachers.

During the period of demobilization we shall have to draw our teachers chiefly from the Army, but we shall need experienced educators in every hut to organize the classes in the vicinity. Response to our various requests for such educators has been long delayed. We are glad to know that the first of the supervisors we have asked for are about to arrive abroad. On July 1st we asked for 1,000 of such men. We could use twice that number today.

APPENDICES

I. COMMUNICATIONS SHOWING COOPERATION OF FRENCH EDUCATIONAL AUTHORITIES IN PLANS PROPOSED BY Y. M. C. A.

1. *Letter of M. Petit Dutaillis*

The following communication was sent by the Director of the "Office National des Universités et Ecoles Françaises" with the approval of the Director of Primary Instruction to the Rectors of the fifteen Academies in which France is divided for purposes of educational administration, asking their cooperation in carrying out the plans for education in the American Army outlined in Mr. Stokes' report.

Office National des Universités
et Ecoles Françaises

Paris, le 7 Mars, 1918
96 Boul. Raspail

J'ai l'honneur de vous informer que des Secrétaires de la Young Men's Christian Association vont être prochainement envoyés en province, dans les endroits où il y a des formations américaines, pour y créer l'enseignement élémentaire du français, et instituer des conférences propres à faire connaître des soldats américains la France et sa civilisation, ainsi que les origines de la Guerre et les raisons que les alliés ont de la poursuivre jusqu'à complète satisfaction. M. Anson Phelps Stokes, Président du Bureau de l'American University Union, en Amérique, est venu en France pour quelques mois, afin de s'occuper de cette affaire et de questions du même ordre. Sachant que j'avais fait des propositions dans le même sens au Conseil de Direction de l'Office et à l'American University Union de Paris, il a bien voulu associer l'Office à une organisation dont il attend, d'accord avec les autorités américaines, les plus grands avantages, à la fois pour le soutien moral des armées qui se constituent actuellement sur notre sol afin de nous aider à terminer la guerre, et pour l'avenir de l'alliance franco-américaine.

J'ai dit à M. Stokes qu'un des meilleurs services que je pusse lui rendre était de tenir au courant de ce qui se préparait les Recteurs d'Académie, de façon que les Secrétaires de la Young Men's Christian Association fussent partout acueillis en connaissance de cause. MM. les Inspecteurs d'Académie, les Chefs d'Etablissements secondaires, les Inspecteurs primaires, les Directeurs d'Ecoles Normales et d'Ecoles Primaires supérieures pourront

puissamment aider les Secrétaires de la Young Men's Christian Association. Je vous serais très obligé de bien vouloir leur faire part des présentes indications.

En bien des endroits, la question sera résolue par les autorités militaires américaines et francaises, à l'aide des professeurs mobilisés et des officers interprètes. En d'autres, et c'est là le point qui vous intéresse, il faudra avoir recours à des professeurs non-mobilisés et même à des instituteurs, puisqu'il y a des formations américaines en pleine campagne. Les instituteurs pour l'instruction des Alsaciens[1] évacués en France en 1914 et pour celle des Serbes, ont su très vite, je l'ai constaté, appliquer la "méthode directe" d'excellents résultats.

Je me permets de vous signaler un excellent manuel d'enseignement du français par la méthode directe, intitulé "La Classe en Français" par M. Gourio, édité chez Ferran à Marseille; il est bien supérieur aux méthodes publiées par Berlitz, et autres, dont se servent actuellement beaucoup de soldats américains. Ce livre est destiné à de jeunes écoliers, mais en modifiant les exemples, il est facile de l'accomoder a l'enseignement des adultes.

La Y. M. C. A. pose en principe que l'enseignement sera facultatif, et que les inscrits paieront une cotisation, de façon que les maîtres de français non-mobilisés puissent recevoir une rémunération d'environ 10 francs pour une classe d'une heure.

En ce qui concerne les conférences, accompagnées ou non des projections ou des films, sur la France et sur la guerre, vous avez sans doute reçu ou vous allez recevoir une circulaire de M. le Ministre de l'Instruction Publique.

Je vous serais très reconnaissant de me signaler ce qui va être fait à cet égard, sous votre direction, dans votre Académie, pendant les mois qui vont suivre, et je me mets à votre disposition pour tous renseignements complémentaires dont vous pourriez avoir besoin.

(*Signed*) Petit Dutaillis,
La Directeur de l'Office Recteur honoraire.

2. *Letter of M. L. Poincaré.*

The following letter from M. Poincaré of the University of Paris may be taken as representative of the attitude of French educational leaders with reference to cooperation in the plans outlined in the reports printed in this volume.

[1] 10,000 Alsatians in and near Grenoble were taught French by this method in a relatively short time.

Paris, le 23 Mars, 1918.

Université de Paris.

Cher Monsieur,

J'ai lu avec le plus vif intérêt le rapport que vous avez bien voulu me communiquer et où vous avez étudié avec une admirable compétence et un haut esprit de prévoyance le projet relatif à l'éducation de l'armée américaine pendant et après la guerre.

L'Université de Paris, je vous en donne l'assurance, sera très heureuse de collaborer à l'oeuvre que vous avez en vue; elle mettra à la disposition des professeurs et des étudiants américains les nombreuses ressources qui sont en sa possession; elle assouplira, au besoin, ses règlements pour permettre à vos compatriotes de continuer à Paris leurs études et d'acquérir les grades auxquels ils aspirent.

Vous trouverez dans notre vieille Université un désir unanime d'accueillir fraternellement vos jeunes soldats qui combattent dans une lutte héroique, à côté des nôtres, pour la justice et le droit.

Veuillez agréer, je vous prie, l'expression de mes sentiments de haute considération et de mes souvenirs bien cordiaux.

Le Vice-Recteur,

(*Signed*) L. Poincare.

Monsieur Anson Phelps Stokes, Directeur d'Education de l'Y. M. C. A.

II. BRIEF REPORT ON IMPRESSIONS OF THE EDUCATIONAL WORK OF THE Y. M. C. A. IN THE BRITISH ARMY

Report under date of March 18, 1918, to Mr. Carter, Chief Secretary, Y. M. C. A., A. E. F., on educational work of the Y. M. C. A. in the British Army in France.

The following brief report is presented regarding certain phases of the educational work of the British Y. M. C. A. in France. It is based on the visit to about a dozen huts in three divisions and on interviews with many representative Y. M. C. A. Secretaries and others conversant with the situation in the British Army. It has to do particularly with the conditions in base camps and in other camps back of the front.

The conditions among the British troops today are psychologically exceedingly interesting. After nearly four years of war, owing to the average Briton's greater knowledge of European affairs than is found among most Americans, and owing to intelligently directed propaganda earlier in the war, emphasis is no longer placed on the war and its causes. The men are more interested in home problems, looking forward, as they naturally do, to their return to civil life at the war's close.

The main impression is that the educational note is more clearly emphasized in the British Y. M. C. A. work in France than in the American Y. M. C. A. work. This impression may be considered under certain definite heads.

1. *Occasional Illustrated Lectures*

At least two general lectures a week of a university extension character are provided in the average hut, and in some sections this number is increased to three. These are about an hour in length and are on all sorts of subjects. For instance, in the town where I was last Saturday the Y. M. C. A. provided that day illustrated lantern lectures in various huts on the following subjects: Astronomy, New South Wales, Mendelssohn, The Golden Age in France, and a travel lecture. On the previous day in another town which I visited, I attended lectures on the work of the Ministry of Munitions, on Rome, and on Belgium's Contribution to the War. These lectures were attended by from 100 to 500 men, who seemed to be deeply interested. Some of the lectures are given by Y. M. C. A. Secretaries on permanent appointments whose evenings are freed for lecture purposes. Others are given by men who come over for a period of three weeks to give

occasional lectures in various camps. Earlier in the war these lectures were generally followed by discussions which always created great interest, but since last summer all public discussions in the camps have been discontinued at the request of the military authorities, as they were likely to develop political animosities.

2. *Brief Lecture Courses*

I visited one course lecture attended by about forty men on the Social Teachings of Jesus. This was in a series of about half a dozen lectures. Similar lectures, from three to six in number, have recently been given on such subjects as the following:

Great Composers and Their Work
Mazzini, the Italian Teacher and Patriot
Britain and India
Burma
Shakespeare Readings
The Stories and Teachings of Ancient Cities
Great Nations of Tomorrow
Great Books, their Makers and Messages

These course lectures are generally without illustrations and are held in the "quiet room" of the hut. Sometimes the lectures are repeated specially for officers late in the evening, or separate series are organized for officers, such as a series of three recently given by a Cambridge University professor on Doctrines of the State. Frequently, courses of supplementary reading are suggested and the necessary reference books provided.

3. *French Classes*

These always continue in demand. Various methods are employed but the general opinion is that the direct method where the French language alone is used is the best. One Y. M. C. A. woman worker told me that she had averaged for months having an attendance of 180 different soldiers a week at her classes. Most of the classes are relatively small with from ten to forty men, but the proportion of soldiers who make a serious study of French at base camps is considerable.

4. *Small Educational Classes*

Successful classes were found with attendance of from half a dozen to forty men at various bases and convalescent camps on such subjects as English Literature, Mathematics, Physical Geography, Elementary Law, Accounting, and Stenography. Soldiers show special interest in the study of social problems.

5. *Importance of the Library*

The British Y. M. C. A. has experienced almost as much difficulty as the American Y. M. C. A. in securing an adequate supply of books, but several other agencies aid in book and periodical distribution. The Y. M. C. A. aims to have 250 books in each hut, and more in the larger huts. All librarians agree that there is no demand for trash. Good novels and stories, such as those of Stevenson, Conan Doyle and O. Henry, are always popular. At the front there is great demand for books of poetry, such as the Oxford Book of English Verse, for religious works such as Thomas à Kempis' "Imitation of Christ," which was drawn out nearly twice as often as any other one book at one front library mentioned, and for short stories. A deposit fee is charged varying from twenty centimes to one franc for ordinary books and mounting up as high as five francs for the more important books. Books on the war are not specially numerous. A small collection of reference works is always maintained.

6. *Importance of Music*

An attempt is made to have two concerts a week in huts back of the front. Women workers play a large part in making the necessary arrangements, especially in finding and developing local talent. One of the leading Secretaries in the Association made the statement that "music is regenerating the British Army." Singing frequently precedes a lecture.

7. *Importance of Hut Decoration*

The educational influence of good pictures in the hut is very great. The British Y. M. C. A. has a good collection at Headquarters in France from which Secretaries may choose. It also encourages the sale to individual soldiers of small reproductions of works of art, which they like to have even in their dugouts. It is noticeable how attractive an ordinary Y. M. C. A. hut can be made by staining the rafters, putting up a few curtains, and placing on the walls some carefully selected pictures. In one place where an artist was in charge I noticed scenes painted on the walls representing the various counties in England, so that each Englishman finds something to remind him of home. This Secretary also gave occasional art lectures.

8. *Importance of Developing Latent Camp Talent*

I was impressed with the various bearings of Mr. Sothern's remark that he had come to the conclusion that instead of bringing a large number of theatrical companies over from America,

the best thing to do is to develop the latent talent in various camps. The same thing applies both to educational classes and to entertainments. The British have proven the truth of the experience in prison camps that the average camp contains a large amount of educational talent, which can be used to advantage if sought for and directed.

The average Y. M. C. A. hut in the British area has an entertainment provided from outside only once a fortnight or on one day a month, leaving out lecturers, while the cinema is generally used only once a week. In some places the Secretaries are convinced that it is better, and in the end more appreciated by the men, to have fewer cinema shows and more good illustrated lectures. Many of the huts exclude permanent cinemas on principle, believing that an over-demand for them is to be discouraged; while in some places special central cinema buildings are provided and charges regularly made for admission, for the benefit of a British war charity.

Along with the decreased emphasis on the cinema, which allows for recreational evenings of a more strictly educational character, may be mentioned the fact that the canteen in the British Y. M. C. A. absorbs much less of the Secretaries' time than in our Army, though the Expeditionary Force Canteens supply the men with many of their routine needs.

It will be seen from the above that the general result of my visit to some of the British Camps in the Line of Communications area is to strengthen the conviction stated in my report as to the feasibility and importance of developing the educational side of the work in the American Army. The officers of the British Army appreciate this point so fully that a conference of military officers was held this week for the sole purpose of devising methods for developing still further the educational program among the British troops.

Respectfully submitted,

(*Signed*) Anson Phelps Stokes,
Acting Director of Educational Department.

III. REPORT BY PRESIDENT TORY ON "AN EDUCATIONAL PROGRAMME FOR CANADIAN SOLDIERS OVERSEAS"

In September, 1917, President H. M. Tory of the University of Alberta published "An Educational Programme for Canadian Soldiers Overseas." This was in the form of a report to Lieutenant Colonel Birks, Supervisor of Y. M. C. A., Canadian Overseas Forces. A brief abstract of this report was published in the American papers in the late autumn of last year but the interesting detailed plan of Dr. Tory was not before the editor of this volume until after he had prepared his own reports. The points of likeness and of divergence between them prove equally interesting. The agricultural character of most Canadian life, the fact that the psychology of Canadian soldiers is more advanced from a war standpoint than that of the Americans because they have been at war for four years instead of one, and the concentration of Canadian troops in the north of France near the mother country, are the principal causes of the most striking differences which appear in the two plans. A later letter from Dr. Tory, written in April, 1918, shows that the main lines of work at present being conducted by the "Khaki University," in addition to French and war subjects, are three-fold; Agriculture, Business, and Elementary Practical Engineering. The demobilization plan has been extended to include (1) An *Educational Center* at one camp in England for intensive teaching; (2) *Industrial Training* in each camp in France and in England; (3) An *Extension Department,* organized and controlled from the university center and supplying lecturers and correspondence courses; (4) *Promotion of Advanced Work for Special Students at British Universities,* and (5) *Library Department.*

THE TORY REPORT

In submitting a report [1] on the matter referred to me for study by your Executive, viz., to what extent it would be possible to undertake a definite educational programme among the soldiers of the Canadian Army, permit me first to make a short statement about the general work of your Association as I saw it in France and England.

[1] Since the sending of this appendix to the printers, a report by President Tory to the Rt. Hon. Sir Robert L. Borden, Prime Minister of Canada, under date of May, 1918, on the Khaki University of Canada, has reached me. It shows great progress in the work since last September, but no change in the general plan. The headquarters of the movement have been established at the University College, Gower Street, London.

Due to the kindness and consideration of the Military Authorities I was given the privilege of studying your work in a most intimate way in the Camps in both England and France. I had no conception of the magnitude of the work being done until I lived in the midst of it and saw it with my own eyes. Of the officers under your orders I cannot speak too highly. They are as a whole earnest men, conscious of a great cause and devoted to it. I heard only praise and appreciation for the work of the Association from officers and men alike. This appreciation of it is perhaps more strongly expressed in France than in England. This is due to the fact that in the fighting line the officers of the Association while working as non-combatants have proved themselves to be the equal of the regular combatant officers in their courage and devotion. The service rendered to the soldiers holding the trenches and to those who return from the trenches, wounded and worn, has made a deep impression upon the Army, perhaps deeper than any other service rendered by the Association. As a demonstration of practical devotion to religious ideals, I have not been privileged heretofore to see anything like it.

Of the organization of the Association and the way it carries on its work under the trying conditions associated with the constant movement of the soldiers in and out of the line, I cannot speak too highly. I am confident that the people who are giving you their support have very little idea of the magnitude of the business operations and general service offered by the Association. I shall deem it a privilege to express in more detail to the public at home my feelings in this respect when opportunity offers.

(A) METHOD OF PROCEDURE

I assumed from the beginning of my study that it would be useless to prepare a plan for educational effort unless I found at least a willingness, on the part of the persons whose benefit was sought, to participate, or better still a strong desire to do so. Further, it was necessary to determine whether, from the point of view of military efficiency, educational effort would be considered as beneficial by the military authorities. In order, therefore, that I might acquaint myself at first hand on the question, I visited all the Camps in England and the Divisional Centres in France. I had the privilege of discussing the matter with groups of Officers, with individual Commanding Officers, with the Representatives of the Divisions in France, called to Headquarters for the purpose, with large numbers of men, both in private and by means of public addresses, with the Chaplain's Organizations both in groups and

in personal conversation, with the Y. M. C. A. Officers in connection with the little groups at work at present in study classes, and with small groups of thoughtful men who are at the moment doing something beyond Army routine work to maintain their intellectual life. As a result of these observations and discussions, which extended over a period of a couple of months I feel justified in making to you the following statements and on them to base a programme of study:—

(1) There is no doubt in the minds of the military authorities but that such work, if properly done, would be of great benefit to the soldiers from the point of view of efficiency as soldiers and of general morale. And, further, that a great and useful service might be done in preparing them for the time when they resume the normal duties of life again.

(2) There is a strong desire on the part of the men of the Army, particularly among those who had previously been following intellectual occupations, to undertake any work that would bring them again into connection with the problems of civil life. The excitement associated with the beginnings of Army service has passed away, and the social and civil instincts are again asserting themselves. A considerable portion of the men are not only willing to take advantage of opportunities for intellectual improvement, but are anxious so to do. This applies not only to religious men who have been interested in Bible study and corresponding subjects, in association with the Y. M. C. A. and Chaplain's service, but to those whose thought and interest run entirely to ordinary secular occupation. Two illustrations of the sort of evidence gathered will serve to show why I came to this conclusion.

I met a group of two hundred men who came together after a religious service, on an invitation to discuss with me the possibilities of their taking advantage of an educational scheme in order to prepare them for their life at home after the war. As these men had been at a religious meeting, naturally a large percentage of them were men who were thinking in the terms of religious effort. Personal inquiry among them showed that fifty-seven of them wished to take up the study of agriculture, forty had their minds turned toward the Christian ministry, thirty to get a business education, eighteen to take up work of the character done by the Y. M. C. A., fifteen the study of practical mechanics, several the teaching profession, while the remainder simply desired to improve themselves.

In order to get information from a more representative group of men, a brigade was selected representative of Canada as a whole,

in which there were one battalion from the Eastern provinces, two from the Central provinces, and one from the Western provinces. An officer was appointed to determine what would be their attitude toward an educational programme, especially for the demobilization period. Eighteen hundred and sixty men were interviewed. Of these, thirteen hundred and seventy expressed a desire for, and a willingness to participate in, an educational programme. A large number of them wanted instruction in engineering, an almost equal number in agriculture, and a considerable number in subjects of the ordinary academic type, such as economics and history.

(B) AN EDUCATIONAL PROGRAMME

In terms of a definite programme the problem at once takes on a two-fold aspect.

I. A Plan to Meet Immediate Needs.

II. A Plan for the Period of Demobilization.

As these form practically two separate problems, I will treat with them separately and in some detail.

I. A PLAN TO MEET IMMEDIATE NEEDS

There are four definite ways in which educational effort may be directed in the immediate future:

1. By Means of an Organized Scheme of Popular Lectures of an Educational Character
2. The Promotion of Small Study Groups
3. The Promotion of Reading Groups in Billets and Tents, and
4. By the Development of a Definite Library System.

1. With regard to the lecture scheme this can be said: The success which has attended the lectures given is the best possible guarantee that such a scheme, if more definitely organized and made part of the regular systematic programme carried out in the Huts, would not only be greatly appreciated but would be exceedingly helpful. Further, by this means a splendid foundation could be laid on which to build the more intensive scheme of the demobilization period.

After a great deal of consideration and consultation with the men of your Force who have been promoting this work up to the present, I beg to submit the following as an organized course of Lectures to be given in the Huts during the coming winter:—

Lecture Topics

(a) *The Nations at War*:

The Allies—France, Italy, Russia, Japan, China, Portugal, Serbia, Roumania.
The Central Powers—Germany, Austria, Turkey, Bulgaria.

The lectures should consist of an historical sketch, with special reference to racial peculiarities, political institutions, and educational facilities. Lantern slides should be used to represent persons, occupations, communities, and the arts of the people.

(b) *The Campaigns of the War*:

The Balkans, Mesopotamia, Egypt, Italy, Russia, Western Front, At Sea.

The Lectures of this group should tell how each campaign came to be undertaken, the significance of each in the whole course of the war, and the details of progress to date. They should be accompanied, if possible, by lantern-slide maps.

(c) *The British Empire*:

Trip Round the Empire, Great Britain, Australia, New Zealand, South Africa, India, Other Possessions, Ireland.

These Lectures should give a description of each country in relation to the British Empire—that is, how it came to be in our possession, its resources, its people—aborigines and modern—and its public institutions.

(d) *Canada*:

What Canada is doing for her wounded.
Life in Canada after the war.
Plans for land settlement:
(a) Provincial Governments;
(b) Dominion Government;
(c) C. P. R. and private enterprises.
Thrift—its meaning and significance.
A clinic in life.
Economic aspects of education.
Pension scheme.
Canada—comparison with the unsettled portion of the world.

(e) *Agriculture*:

Comparison of ancient and modern methods of agriculture, with the slides showing the use of ancient and modern implements.

Modern agriculture, showing the complete operations from the sowing of the seed to the delivery of the bread to the householder.

These lectures might be helped out by the slides showing the methods in use in various countries:

Types of Canadian farming operations—slides to illustrate types of farms from Nova Scotia to British Columbia.

Cattle-rearing—types of breeds and their special value.

The latter should be abundantly illustrated with lantern slides showing the finest specimens of various breeds and typical herds as seen in England and Scotland.

Poultry farming: Biological lectures; slides showing the process of the development from the chicken in the egg to the day of marketing.

Discussion of Specific Agricultural problems where possible.

(f) *Scientific Subjects*:

Electricity and Magnetism.

Gyroscope.

Liquid Air—the four states of matter.

The Chemistry of Explosives—practical demonstration, where possible, showing guns, bombs, etc., in which explosives are used.

The Submarine—history and possibilities.

The Aeroplane—history and possibilities.

Wireless Telegraphy.

The Solar System—map; how it came about, using the nebulæ to illustrate; photographs of planets; photographs showing moons of each; photographs of surface of our own moon; possibilities of life, etc.

General Astronomy—fixed stars, planets, nebula, double stars, spectrum, substances, etc.

It is not intended that this should be a stereotyped course, but rather a suggested group of consecutive topics to be followed as closely as it is found possible. Additional subjects and topics could be used as Lecturers are found who have material of their

own already prepared. The idea behind such a course is that the whole of the Huts in both England and France should be working on some broad scheme with a common interest and central idea, the central idea being to promote steadily an interest in educational and intellectual effort with a view to the larger scheme which would be put into operation on demobilization. The idea of entertainment and general improvement that would be necessarily associated with such lectures should never be lost sight of. The lectures should be fully illustrated by lantern slides or moving pictures. Where possible, a fair proportion of the slides should be colored to make them more attractive. The topics chosen make this possible.

2. The Promotion of Small Study Groups

Already good work has been done by means of small study groups in many of the Huts, particularly in connection with Bible study. The groups meet under the direction either of the Hut Leaders or persons specially appointed. This work could not only be greatly extended with respect to religious subjects, but more particularly along the line of the subjects suggested in the Lectures and particularly in connection with those of historical import. Further, the group connected with Canada will offer an abundant field for reading and thought in the study of problems connected with social science and particularly in connection with Reconstruction. A large body of material has already been produced in connection with the latter subject. If work of a constructive character cannot be done, at least a foundation can be laid in the minds of many men upon which constructive work of the future might be made to rest. The more men can be made to face the problem of Reconstruction as a matter of national import, as distinct from the selfish motive, the better. The problems connected with our Empire in general and of Canada in particular offer a splendid field for reading and thought.

The topics in all probability will spring out of particular occasions, but I would suggest that where departure is made from the religious topics and the historical and scientific topics suggested by the lectures that selection should be made from the following:—

(1) Biographical Studies—the men who have made the Empire: their life and work.

(2) Literary Subjects—our men of letters and what they produced.

(3) Political Studies—comparing the modes of government of allied and enemy countries.

(4) Reconstruction Work—what we can do to help Canada to get upon her feet again after the war.

(5) Education—its significance and value.

(6) Science—its place in industrial development.

3. Promotion of Reading Groups

If the men who are interested in the study groups could be made centres of helpfulness among the men in Huts and Tents a great deal could be done to promote the idea of better education as a means of promoting a good life and particularly in promoting a better thinking among the men. While the conditions favoring reading in the Huts and Tents are bad, they might be made much more favorable by one man reading aloud to a small group. This could be made a means of promoting a knowledge of healthy literature. The movement at present being organized to promote clean speaking and clean thinking among the men might in this way be helped. The influence of such effort would be far-reaching if the right sort of men became interested.

4. The Development of a Definite Library System

Up to the present moment the library facilities offered in the Huts have consisted very largely of old books sent by friends. Too often these books have been of little value, being old and unattractive. This, of course, is not always so, but I think I am justified in saying that not more than 20 per cent. are of any value. I would strongly recommend that this practice be not encouraged further, but that the library scheme be carried out along two definite lines—

(a) A definite reading library to be put in the Study Rooms provided in the Huts. This library to be made up in the first place:

(1) With a distinct set of books covering the topics prescribed for Lectures.

(2) Additional works on Current History.

(3) Special books on Topics of the Day, particularly books relating to the Political Problems created by the war.

(4) An Encyclopædia of the Type of Nelsons or Everymans.

(5) The Home University Library and books of a similar character.

(6) Books to be added as called for.

In the latter connection I would strongly recommend that there be an understanding that any book asked for and not in the

Library can be obtained by the Officer in charge of a Hut by applying to Headquarters, when the book will be purchased and sent if the request is a reasonable one.

In addition, of course, a reasonable selection of novels, poetry, etc., should be made. I will submit later a list of books which I think will cover the case.

(b) I would extend the system at present in operation of handling books through the Canteen. In France the plan has been adopted of letting the men have 9d. novels for one franc, the money being refunded to them if the book is returned. I would suggest that a supply of good novels (say the 1s. editions) be kept on hand and either sold outright to the men or a deposit be taken upon them; that in this connection the good secondhand books now on hand be utilized; that the Libraries, as at present constituted, be reconstructed and the useless books thrown out.

(c) I would put in the Reading Room a limited number of the current magazines, giving the men an opportunity of keeping themselves up to date in what is going on in the world around them.

(d) In many ways the man most neglected today is the officer, owing to the peculiar condition under which he carries out his work. I would strongly urge that small officers' libraries be established wherever possible, and in any case the privilege of securing books under Library arrangements be given to the officers, and that this fact be made known to them. I have had definite inquiries from officers at Headquarters for books suitable for their use. This could be made not only the means of promoting healthy reading and study among the officers, stimulating them as against the intellectual stagnation which their life has a tendency to produce, but would also help to bind them more closely to the Association. This is a matter that would have to be worked out by the officers at the Huts, as required, and should be handled with great care.

The definite promotion of educational effort along the four lines here presented seems to me to offer the best opportunity to meet the requirements during the days of active war. In addition it might be found possible to promote some special effort in special localities to meet the particular needs.

II. DEMOBILIZATION PERIOD

While the day for demobilization may be far off, yet it should be thought about and plans should be made for that time. From the point of view of the soldier this will be the most critical period in the whole history of our Army. Necessity for rigid discipline

no longer remaining, in spite of all that officers will be able to do there will necessarily be a relaxation of discipline. According to the best judgment obtainable, the time taken may be extended to cover a period of approximately one year. It seems to me the greatest possible service could be rendered, therefore, by planning a definite concrete educational programme suited to the practical needs of the men. I would strongly recommend that plans be put on foot to plant an educational institution into one central camp, a University in Khaki—say, "The Khaki University of Canada"—where practically all branches of study that could possibly be required would be offered, and with an Extension Department going out to every other Camp in the country. To be specific, I would have:—

(1) *An Agricultural College*

In this college I would offer the equivalent of a full year's work as set forth in the calendar in one of our Agricultural Schools in Canada. I firmly believe that 5,000 to 10,000 men could be got together to study agricultural problems under such conditions. I would include the following subjects: Animal Husbandry, Field Husbandry, Dairying, Farm Mechanics, Operation of Tractors and Motors, and, if possible, Elementary Chemistry and Physics.

As I have previously stated, in a group of two hundred men to whom I spoke about this matter, fifty-seven definitely gave their names as being willing, first, to attend such a course; secondly, to remove from their own units for the purpose of getting the course; and many of them agreed to remain behind, if their units were sent home, for the purpose of finishing such a course.

(2) *Matriculation Course*

There are, I found, a considerable number of boys of the high school age in our Army who would have attended college had the war not broken out. To-day many of them are wondering when, if ever, they will be able to go back to the old grooves again. I would make this course a means of bringing these men together and promoting an interest in the studies which they left on enlistment. The least we can do for them is to seek by every means in our power to save them for intellectual work in the future. I am confident they will respond to such an effort. I would also use this as a means of promoting interest among those who have not had early educational advantages, if they so desire.

(3) *Business College Course*

There are also in the Army a great many men who have not had the advantages of an early education, who had begun a business

career. In this course I would offer opportunities for the study of arithmetic, business correspondence, stenography and typewriting, telegraphy, etc., etc. Here again I found large numbers of men anxious to undertake such work.

(4) *Work of College Grade*

Further, I would offer for undergraduates of Universities such subjects as History, Literature, Languages, Economics, Political Science, etc. For men who have only partially finished their course an effort should be made to get the Universities of Canada to agree to the acceptance of such work so that time would not be lost even from the point of view of academic recognition.[2]

(5) *Engineering*

In this course I would offer to engineering students subjects like Mathematics, Mechanics, Descriptive Geometry, Drawing, etc., the work generally covered in the first two years of engineering schools. There are in the Army a great many men who had just taken their course for entrance to engineering. These men should be encouraged to go forward and not to take any lower work in life than that which they had planned. A reasonable stimulation would bring most of them back into line.

(6) *Normal Training Course*

Repeatedly I have been asked the question whether opportunities would be open to men to go back to the teaching profession. When we consider that there are vacancies for nine hundred teachers in one province of Canada alone, I think a sufficient argument is found for seeking to give such men as wish to follow the teaching profession an opportunity of making the necessary preparation in that direction. Here again the matter would have to be taken up with the Departments of Education to get such recognition, but I am confident such recognition could be obtained, in any case in Western Canada.

(7) *Medical Instruction*

A careful inquiry has led me to believe that there has been during the war a vast accumulation of medical experience which has come to a limited number of the medical men, but that a great many of the men who are doing the medical services in the battalions have lost ground rather than gained it as medical practitioners. It seems to me that it might be possible to organize medical instruc-

[2] The report of May, 1918, states that the Canadian Universities have already agreed "to give standing for subjects taught when of a college grade."

tion among such men, using as teachers the best and most matured of the profession for the purpose of making the knowledge that has been acquired during the war the possession of the whole medical profession—practically a graduate school. I have reason to believe that if a definite effort were made some of the choicest men in the profession would, while awaiting their return to Canada, cooperate in such a plan. The matter would require very careful study and consideration before a final judgment can be passed, but I am strongly of the opinion that a definite effort should be made to give the full benefit of this accumulated knowledge to the medical profession as a whole, otherwise it will take years before it becomes the possession of the average practitioner. I would further seek to promote a series of medical conferences across the whole of Canada after the war for this purpose. Further, there is little doubt but that undergraduate work could be successfully carried on.[3]

(8) *Legal Studies*

Classes for the discussion of legal problems should be organized for lawyers and law students in which topics could be dealt with of the following character:—

(a) Recent advances in law.

(b) The position of International Law following the War.

(c) Formally organized classes for law students who have not completed their courses.

(9) *An Extension Department*

The Extension Department could be organized on the same basis as is already done in some of our modern Universities. Its aim would be the organization of Lecture Courses in every camp and make them accessible to every soldier. It would operate from the University centre and would use the very best men obtainable in England and Canada. In classes formed great subjects like the British Empire problems, the Growth of the Empire in Comparison with other Nations, After the War Problems, Cooperation as a Means of Promoting Public Welfare and especially Agriculture, Canadian History and Resources, the Promotion of Social and Economic Well-being, would be discussed. Debating clubs for the discussion of current topics would also be organized. An almost unlimited development is possible in connection with such work. In this Department I would have, as part of the programme, con-

[3] Beginnings of such army medical schools can be found abroad at Rouen and at other places where a large number of hospitals are located.

certs and cinemas as a means of promoting a healthy disciplinary spirit among the men. Further, short courses of agriculture along the lines now in operation in Short Course Schools in Canada could be organized in all the camps among the men who did not care to attend a fixed curriculum. As there are said to be over forty thousand farmers in the Army, the significance of such work could hardly be over-estimated.

(10) *Department for Religious Work* [4]

This department would be made practically a theological college where men who desired to enter the ministry or the religious work of the Y. M. C. A. would receive preparatory training. That there will be a need for such work is indicated by the fact that, of the group of two hundred men referred to previously, forty wished to study to enter the Christian ministry and a small number to enter the work of the Y. M. C. A. I can hardly conceive of a greater service being rendered to Canada than that we should gather in to such an organized course a body, say of five hundred to a thousand men, who would be made available after the war for the promotion of the religious, moral and social life of Canada in that spirit of comradeship which the war has produced.

(11) *Physical Education*

The machinery is at hand in the personnel of the Y. M. C. A. Secretaries themselves for the setting up of a good organization for preparatory training in physical work in gymnastics and other community service. It is hardly necessary for me to emphasize the significance of such work if properly carried out.

(12) *Technical Education*

Technical education in many branches could also be organized in addition to engineering and agriculture. Plans for such work can only be made after the needs of the men are more closely studied.

---

[4] The Army Educational Commission, Y. M. C. A.. A. E. F., will not assume responsibility for direct religious instruction, leaving this to the Chaplains, the Religious Department of the Y. M. C. A. and the Knights of Columbus. There is no reason, however, why it should not assist selected students granted furloughs during demobilization to attend universities or other institutions where theological courses are provided. It is not impossible that the evangelical churches of the United States may select one or two existing theological centers in France or England, and strengthen them with their own professors to meet the needs of such students of theology in the Army.

(C) CARRYING OUT THE PLAN

In carrying out the suggested plan it will be necessary to deal with the scheme to meet present needs apart from the intensive plan suggested for the Demobilization Period.

In connection with the plan to meet immediate needs it will be necessary to appoint Officers for this purpose in France. An Officer for each Division will, I think, be found sufficient assuming that the answers to my enquiries as to this from the Chaplain's Organization and also from the regular Army Officers are correct. I am convinced that a great deal of help can be obtained from these two sources. I would strongly urge the Officer who takes charge of the work in France to make a definite effort to secure assistance from such of the Army Officers as are willing to co-operate. In every case material for preparation should be provided where asked for. The more persons interested in the carrying out of the war period programme the greater will be the interest aroused for the purpose of carrying out the demobilization programme. I would further suggest, however, that if possible special men be sent to France for short periods of time to deal with some of the special subjects suggested. A little experience, of course, will show how far this will be necessary.

In England the same statements apply. I would strongly urge that it be a first responsibility of some Officer in each area to organize the educational work in that area; that use be made of suitable men among the Chaplains and Officers; that no effort be spared in the collecting of the material and in the provision of the necessary lantern slides and literature required for the purpose, as the value of the service will depend very much upon the quality of material used and the mode of presentation.

The progress of the work should be carefully watched, unsuitable lectures and lecturers should be eliminated, and the directing officer should keep in constant contact with the leaders of the groups in order to keep up the highest standard of work possible. During this period the men will not be very willing to do much work directly themselves, although they will give attention to the instruction given them. Much, therefore, will depend upon the way the material is organized and presented.

With regard to the plan for the Demobilization Period, it is necessary to consider five distinct questions:

(1) *The Location*

If it were possible to get the Military Authorities to set aside

one Camp in England [5] and to bring all the men who wish to take intensive educational work to that Camp, that is, the work described under all the departments above, except the Extension Department, it would greatly facilitate matters, and I would strongly urge that an effort be made to secure this arrangement. This would, of course, necessitate during the demobilization the breaking-up of units as they now exist which might not be possible. Provision could probably be made to restore the men to the units to which they belong when the time comes for them to go back to Canada. Should it be found impossible to work the plan in that way and intensive instruction become necessary at more than one Camp, then it might be possible, if the Camps were placed sufficiently near, to use a common staff, repeating the instruction in different places. In all probability it would be necessary to give this instruction for a short time at a Camp in France as well as in England, but this is a matter that could not be decided until the scheme for demobilization has been agreed upon, and then it would be necessary for us to adjust our teaching plans to meet the military requirements. In the meantime we should urge the Military Authorities to give us as great a concentration as is consistent with their general scheme. With regard to the extension work, the intention would be to have it organized and carried on in every Camp where men could be reached in any considerable numbers.

(2) *The Staff*

In the carrying out of the plan a large staff of men would be necessary. I have not been able to determine what staff [6] would actually be required nor how many would be available for the staff from the Army itself. The size of the staff would depend naturally upon the number of men who would be anxious for intensive study, and I am suggesting in a later part of the Report a mode of determining approximately what numbers would be available. The details of this matter could not be worked out until that

[5] The report of May, 1918, shows that there are 11 Khaki "Colleges" in various military centers in England, the largest of these being at Witley. The total registrations in these colleges has been 8,006, divided as follows: General Education, including subjects of school and college grade, 2,789, Commercial subjects, 2,351; Agricultural subjects, 1,363; Engineering subjects, 1,503.

[6] The following quotation shows the present organization at each Khaki College:

"At the head of each college group is a President, who is generally an officer of moderate rank in the Army; a secretary, who is a member of the staff of the Y. M. C. A.; and a group of teachers who, together with the above officers, constitute the teaching faculty."

information is obtained. With regard to the number of staff available in the Army, I know that there is a large number of soldiers, officers and men, who, during peace time, were following teaching as a profession. All the Universities of Canada have given quite largely of their staffs to the Army, and, in addition, high school teachers, business college instructors, and graduates of Agricultural Schools are scattered also through the Army. It would enormously diminish the difficulties of such a plan if the Military Authorities would be willing to place at the disposal of the teaching organization such men of the above standing as were willing to serve. I believe that such is the case. I have had the privilege of speaking to university professors, to college graduates, to agricultural school graduates, and to many clergymen who also had been in the teaching profession, about the matter, and without a single exception all with whom I spoke stated not only their willingness to help with such a plan, but expressed a strong desire to participate in it, believing that this would be the greatest service they could render to the Army. I would suggest that during the next three months an effort be made to determine the number of men that will be available in order that they might be classified with reference to the particular lines of work.

In addition, I would lay the whole matter before the Universities of Canada to secure from the Universities such additional teachers as can be made available. I am confident that every University in Canada would be willing to share its teaching power with the Khaki University to help in the emergency. Further, for particular subjects I am confident that some of the choicest men in England could be obtained to assist, particularly in the giving of short courses on special subjects in which they are expert. I would also lay before the Universities, Colleges, and Schools the question of recognizing the work done in the academic courses as being the equivalent or a part of the courses offered in their Colleges, so that all the time spent in such study would be recognized as a part of the regular course and preparation for the particular walk of life concerned.

(3) *The Equipment*

Under Equipment, the first thing is the lecture-room accommodation. If one Camp would be set aside for this purpose in England, then the whole problem would be solved, as the Y. M. C. A.'s Huts could be concentrated in that area and other Huts owned by the Army could be pressed into service. As there will doubtless be much material suitable for temporary Huts available, the question of buildings I think might be regarded as very simply solved, as

the buildings used for Army Huts would be perfectly suitable for the purpose of class-rooms and laboratories.

Further, with regard to library facilities, an abundant supply of books is available in England within a few hours' call of any centre.

The question of scientific laboratories would require a little more consideration, but I would not expect that other than elementary classes would be called for, and the difficulties would be very easily overcome. In the case of students requiring advanced courses a connection could be made in all probability with the English Universities so as to make their facilities available.

In Agricultural Equipment, machinery could be obtained, I have no doubt, from the agricultural implement companies, who would, I think, regard the advertisement as worth the effort involved. I would take the matter up at once with the big agricultural implement companies and see if the matter could be arranged. With regard to Motor Mechanics, there will be an abundance of material in the possession of the Army suitable for all purposes, with perhaps the single exception of farm tractors. I think it is hardly necessary for me to go into further detail. If it is decided to put the plan into operation after the information regarding students and staff has been collected, it will be necessary for someone immediately to assume responsibility for the completion of the plan and make ready the organization in order to meet any emergency.

(4) *The Cost*

It is exceedingly difficult to make an estimate at the moment of the cost of carrying out the plan, as it will depend very largely upon the amount of teaching power that can be obtained from the Army itself. Once the information as to what the Army can give in the way of teaching power is available, I think the cost could be estimated very closely. I would suggest that no public statement as to cost be made until this information has been obtained. I am sure that the amount now paid by Canada for one day of the war would be sufficient, and that the Canadian people would be willing to supply that sum. I am convinced that we can shorten the period of demobilization by more than one day as the result of our effort, quite apart from the direct benefit which the men themselves will receive from the instruction given.

(5) *The Administration*

If in the judgment of your Committee the plan herein suggested should be undertaken, then I would strongly urge that an Educa-

tional Advisory Board representing the Universities of Canada be called into existence. On this Board I would have a small group of men in England for executive purposes, whose interest would be in promoting and carrying out the plan, and in addition a group of representative men in Canada. The Board should be composed of men who would carry weight with the Canadian public. It would give confidence to the educational soundness of the scheme and would be the medium for securing public support necessary to put the plan into operation.[7]

In addition, an Executive Head will have to be appointed to whom will be given the responsibility of perfecting the plan, both with respect to the course of study and staff. For such a task a person skilled in educational organization would be absolutely necessary.

(6) *Obtaining Information*

It is absolutely necessary that more or less detailed information be obtained at once on two definite points if in the judgment of your Committee the plan should be pushed forward; first, with regard to the available teaching power in the Army; second, with regard to the possible number of men to receive instruction. I am sending you herewith a form prepared which I think could be used to get the necessary information if the Military Authorities approve of its use. I have no doubt, if I can judge by the interest shown, they would be willing to authorize by this means the obtaining of the further information desired.

In conclusion, permit me to say that it has given me personally

[7] President Tory's report of May, 1918, shows that this organization has already been effected. The statement follows:

"In Canada the matter was laid before all the leading Universities as a preliminary step to make sure that their cooperation could be secured. The Universities agreed to participate in three ways:

(1) By accepting certificates of work done while in the Army in lieu of University work where it was of the same grade.

(2) To provide additional teaching power as required, from time to time, more especially during the period of demobilization; and

(3) To cooperate in forming an Advisory Board, representative of the Universities, which would serve as a Union Committee for the Universities behind the Khaki University movement.

The National Committee of the Y. M. C. A. of Canada agreed:

(1) To transfer the control of the educational movement to the Committee representative of the Universities; and

(2) To stand behind the financing of the movement up to the limit of their power.

the greatest pleasure possible to have had an opportunity of studying the question at first hand. I am firmly convinced that no greater service could be rendered to Canada, looking towards the Reconstruction days, than that the educational programme proposed should be carried out in a generous spirit. In the first place, a feeling of gratification would be created among the men in the Army by the knowledge that the people at home were thinking and planning for their future in a practical way. This feeling, I am sure, would be reflected very strongly in the relations of the returned men to the public at home during the resettlement period, a period which will certainly be a very trying one for Canada. In the second place, it would help to settle in a definite groove a considerable number of men who to-day are in doubt as to their future by giving them a start along the line of their future life before they return home. In the third place, as the Army contains a large body of the choicest men of Canada, brought together from all parts of the country, no greater opportunity could ever occur for the educational forces at home and in the Army to make themselves felt in the development of the national spirit and the promotion of the national and imperial ideals created by the war.

In a word, the University in Khaki might be made the starting point of a great forward movement not only in agriculture and industry, but in the spiritual, educational, and political life of Canada.

IV. PERSONNEL AND PLAN OF EDUCATIONAL ORGANIZATION

The direct control of the educational activities described in these reports is in the hands of the Army Educational Commission of the Y. M. C. A. with headquarters at 10 Rue de l'Elysée, Paris. The officers and members of the Commission are as follows:

John Erskine, *Chairman* (B.A., M.A., Ph.D., Columbia University), Professor of English at Columbia University, Author of "Elizabethan Lyric," "Written English," etc., Co-Editor of "Cambridge History of American Literature," etc. Acting Director Educational Department, Y. M. C. A., A. E. F.

Kenyon Leech Butterfield (B.S., Michigan Agricultural College; M.A., University of Michigan; LL.D., Amherst College), President and Head of Division of Rural Social Science of the Massachusetts Agricultural College, formerly Editor of *The Michigan Grange Visitor,* President and Professor of Political Economy and Rural Sociology, Rhode Island College of Agriculture and Mechanic Arts, member of Commission on Country Life appointed by President Roosevelt and of the Commission to Study European Rural Credits appointed by President Wilson, President of Association of American Agricultural Colleges and Experiment Stations, Author of "Chapters in Rural Progress," etc.

Frank Ellsworth Spaulding (B.A., Amherst College, M.A., Ph.D., University of Leipzig, graduate student, Collège de France and Sorbonne), Superintendent of Schools of Cleveland, Ohio, Former Superintendent at Newton, Mass., at Minneapolis, Minn., etc., Author of "Learning to Read," "A Manual for Teachers," etc., Member of the Commission appointed by the War Department to establish public schools in new war industry centers.

Algernon Coleman, *Executive Secretary* (B.A., M.A., University of Virginia; Ph.D., Johns Hopkins University), Associate Professor of French at the University of Chicago, formerly Instructor in Modern Languages, Culver Military Academy.

George Drayton Strayer, *Home Director* (B.A., Johns Hopkins University, Ph.D., Columbia University), Teacher and Principal of Elementary and Secondary Schools, Professor of Educational Administration, Teachers' College, Columbia University, President of the National Education Association, Author of "City School Expenditures," "Educational Administration," etc.

James Sullivan, *Assistant Home Director* (B. A., Harvard University, M.A., Ph.D., Harvard University, graduate student Ecole des Chartes, Paris, University of Berlin), Director, Division of Archives and History, University of the State of New York, formerly Teacher and Principal of Secondary Schools, Instructor in History, Harvard University and New York University, Author of "Elementary History of England," "The Government of New York State," etc.

The acting heads of departments in France (September, 1918) working under this Commission include the following:

Department of Geography, Professor Reginald S. Daly, Research Professor of Geology, Harvard University.

Department of French and Business Manager, Professor P. A. F. Appelbloom, formerly Professor of French in the University of Kansas.

Department of Publications and Lantern Slides, Professor Carl Holliday, Dean of Toledo University.

Library Department, the Chairman of the Commission, assisted by J. F. Mason as Business Manager, and Sidney Morse as Field Secretary.

Lecture Department, Charles Moore Steele (B.S., University of Chicago).

Office Secretaries, English, Miss Barbara Deane (B.A., Allegheny College), French, Mlle. Montenanu.

Among other educational leaders under appointment for this work are Dean Reber of the University of Wisconsin (Extension Work), Dr. Thomas Jesse Jones of the Bureau of Education (Negro Education), Mr. Franklin Hoyt of Houghton, Mifflin Co. (Textbooks), and as administrators the Superintendents of Schools of Duluth, Montclair, Fall River, Savannah, Scranton, Trenton, Wichita, etc.

The relationship of the Commission to the general organization of educational work under the War Work Council of the Y. M. C. A., which involves coordination of the educational work in the cantonments at home as far as possible with that in the camps abroad, is shown in the following table:

NATIONAL WAR WORK COUNCIL

Board of Education

John R. Mott, *Chairman*

Anson Phelps Stokes	Walter A. Jessup
George D. Strayer	Ernest H. Wilkins

EDUCATIONAL WORK OVERSEAS

Committee on Overseas Educational Work

Anson Phelps Stokes, *Chairman*
John H. Finley
Walter A. Jessup
George D. Strayer

Army Overseas Educational Commission

John Erskine, *Chairman*
Kenyon L. Butterfield
Frank E. Spaulding

EDUCATIONAL WORK IN HOME CAMPS

Committee on Educational Work in American Camps

Walter A. Jessup, *Chairman*
Anson Phelps Stokes
Ernest H. Wilkins

Educational Bureau

Ernest H. Wilkins, *Director*
Arthur C. Trowbridge, *Associate Director*

Algernon Coleman, *Executive Secretary*

George D. Strayer, *Home Director*

James Sullivan, *Associate Home Director*

The Call for Educational Leaders:

Professor Strayer has issued a circular of information which contains the following paragraphs of special interest.

Appointees to this service will be men of extensive previous educational experience which especially fits them for the work to be done. Personality is at least equally important with technical training. Those who go must be adaptable and capable of cooperative effort with all other branches of the Association work. They will need to meet both officers and men in a spirit of friendliness and equality. They should be willing to do whatever they are called upon to do in connection with the work, whether it be under favorable or unfavorable circumstances. All men will need to be physically fit, for the hours will be long and much of the work will be done under severe physical conditions. It has been found by experience that few men over fifty years of age can stand indefinitely the rigorous conditions of life and work. Some men over fifty, however, may be taken for such work provided they pass the necessary physical examinations with particular success. No man may go to France who has now, or ever has had, marked tendencies toward pacificism or socialism. Passports cannot be obtained for men whose wives are overseas with any welfare organization. Appointment to this service can have no influence in any way upon exemption from the draft.

It is expected that all appointees to this service will sign a con-

tract for a term of at least one year. Men who will agree to remain in the work for the duration of the war will be preferred. Those who will remain for the duration of the war and to the end of the period of demobilization are still more to be preferred. The National War Work Council of the Y. M. C. A. pays no salaries. However, the complete expenses of appointees to this service will be paid by the Association, and the home necessities of their families figured on a basis of patriotic service will be paid, provided it does not go over a certain maximum for given positions.

There will be a short course of training, not to exceed two weeks in duration, for the purpose of acquainting approved men with the special methods of organization under military and Association auspices. There will be nothing in the courses which is not practical in acquainting appointees with the special conditions of the service. In addition, there will probably be opportunity for appointees to visit some of the home camps under ideal conditions for observation of the educational work.

Application blanks may be obtained from local recruiting committees of the Association, from the offices of the nearest of the six departments of the War Work Council, or from the National Educational Recruiting Agent, 347 Madison Avenue, New York City. The six department personnel secretaries are named and may be addressed as follows: for the Northeastern Department, Mr. Carroll Chase, Little Building, Boston; Southeastern Department, Mr. W. W. Alexander, 310 Central Y. M. C. A., Atlanta, Georgia; Southern Department, Mr. E. F. Denison, 515 Bedell Building, San Antonio, Texas; Central Department, Mr. K. A. Shumaker, 19 South La Salle Street, Chicago; Western Department, Mr. F. A. Jackson, 519 First National Bank Building, San Francisco. Upon receipt of applications these various agents proceed to the "completion of the papers," after which the candidate is called before the local committee for final approval. Applications for passports are then filed in the home community. The completed papers are sent to the New York office of the Association, where they are finally approved. When passports have been cleared, the appointee is called to New York by the National War Work Council for training and final clearance before sailing. The whole procedure requires from one to three months.

Special inquiries should be addressed to Professor Wm. J. Newlin, Educational Recruiting Agent, 347 Madison Ave., New York City.

V. PROGRAMS OF FIRST TWO EDUCATIONAL CONFERENCES, Y. M. C. A., A. E. F.

The following programs of the first two educational conferences of the Y. M. C. A., A. E. F., at the Hotel Mac Mahon, Paris, will be interesting as indicating the types of problems presented and the emphasis placed on various subjects of instruction. The first conference was presided over by Mr. Stokes, the second by Mr. Erskine. Colonel Shockley represented the Army Training Commission at the second conference. An encouraging development between the two conferences has been the increased attention given to the teaching of geography and science, for which Professor Daly is largly responsible.

First Educational Conference, April 12, 1918

1. *Prayer*
2. *Presentation of Objects of Meeting*
3. *Personal Statement by Each Member of Conference,* giving name, field, position, and previous educational experience
4. *Report of Educational Department*
   - a. Recognition, present and proposed organization
   - b. General activities to date
     - (1) Encouragement of Educational Work
     - (2) Securing of Educational Secretaries
     - (3) Publication—pamphlets and syllabi
     - (4) Supplying illustrated lecture material
   - c. The Library
   - d. The Lecture and Entertainment Department
5. *Reports from Different Divisions*
   - a. Subjects taught in classes and approximate enrollment
   - b. Educational lectures and talks
   - c. Conditions as to educational equipment—library, textbooks, lantern, blackboard, etc.
   - d. Subjects of instruction for which there is specific demand
6. *Reports of Educational Facts from Foyer du Soldat and from British Y. M. C. A.*
7. *Discussion of Specific Subjects and Methods of Instruction*
   - a. French
     - (1) Demand
     - (2) Method employed

(3) Teachers secured
(4) Success achieved
(5) Difficulties experienced
(6) Suggestions for improvement

b. French history, institutions, and life
c. Causes and progress of the War, and interests at stake between Allies and Germany
d. Classes in mathematics
e. Classes in English
f. Classes in physical education
g. Classes in Bible study or other religious subjects
h. Classes in other subjects
i. Educational lectures
j. Music
k. Theatricals
l. Visits to places of historic interest
m. Other educational features

NOTE.—Some of these come under the supervision of other Departments, but are mentioned here in the interest of a comprehensive survey.

8. *Miscellaneous Business*

NOTE.—The work of the Educational Department is still in the stage of preliminary organization, but owing to the importance of laying wise plans a comprehensive program of discussion seems advisable.

SECOND EDUCATIONAL CONFERENCE, AUGUST 23-24, 1918

1st Session

a. The teaching of French
b. The teaching of English for foreigners and illiterates
c. The teaching of history and geography

2d Session

d. The teaching of mathematics
e. The teaching of science courses (laboratories)
f. The teaching of vocational courses
g. Instruction in music.

3d Session

h. Library problems
i. Textbooks for the period of demobilization
j. Correspondence courses

4th Session

k. Lecture service
l. Army schools
m. Relations to French and British universities
n. Miscellaneous subjects

VI. AUTHORIZED ANNOUNCEMENT REGARDING WORK OF ARMY EDUCATIONAL COMMISSION

The Stars and Stripes, "the official newspaper of the A. E. F.," contains in its issue of September 27, 1918, as its leading article, the following statement authorized by the military authorities:

"Every American soldier in France is to have the chance to go to school under army control—to add to his education by study, whether he is unable to read or write or is a college senior transformed by the war into an Artillery lieutenant.

He will have the chance to go to school as a side line to winning the war under a system authorized by G. H. Q. which will bring to France $5,000,000 worth of text books and 1,000 instructors from American schools and colleges.

Instruction under the class room system is provided for at all posts, cantonments, hospitals and rest camps or areas with a constant population of 500 or more, and each designated sub-division is to have an appointed school officer to supervise the educational work.

This work is to be carried on while the routine of war absorbs the Army's main energies. But it is planned to widen it at the end of hostilities, so that the American Army during the demobilization period may have the advantages of the higher educational systems of French and English universities.

As soon as the war ends—possibly as soon as fighting stops, waiting on peace negotiations—it is planned that officers and enlisted men will be given leaves of absence from their units to attend such classic institutions as Oxford, Cambridge, Edinburgh and Glasgow, the Sorbonne, and the Universities of Paris and Bordeaux. These soldier-students will receive credit in American universities for the courses followed in Europe.

The whole system has been worked out by the Army Educational Commission of the Y. M. C. A., with the approval of the Commander-in-Chief, and with the active support of the President and the Secretary of War.

To make the new educational facilities available to men on duty in small or isolated posts, courses will be offered by correspondence. A group of 50 teachers with school extension experience will arrive in France within a month to perfect details for the mail courses, which will include university extension subjects as well as high school and elementary courses.

A general order on the army school system soon to be issued provides that attendance will not be compulsory, except where mass instruction is given in subjects which commanding officers may deem

necessary for the good of the service, or where individual soldiers require special education to fit them for their duties as soldiers and citizens.

Soldiers, however, must finish a course they have started. Where military duties interfere with or interrupt a course, the soldier will be given a transfer or record card showing how far he has progressed. This card will be kept with his service record, so that he may resume his studies when the opportunity is offered. On completion of his course he will receive a certificate.

The subjects to be studied in the army schools during the war are broadly classified under these heads:

French language.

History, character and institutions of the French and English people.

Causes of the war and America's participation therein.

Courses in common school subjects.

Special courses for examination for promotion.

While the Army is demobilizing, awaiting transportation to the States, the post schools will afford courses in English literature, modern history, civics, bookkeeping, accountancy, stenography, elementary biology, hygiene, and other subjects to be selected.

During demobilization also division, corps, army and special schools will provide vocational courses in electric wiring and repair work, salesmanship, practical agriculture, carpentry, blacksmithing, telegraphy, cobbling, tailoring, tinsmithing, barbering, cooking, baking, nursing, and other industrial courses to be designated by G. H. Q.

Division, corps and army commanders will allot a certain number of students for the last-mentioned courses from the units under their control. Commanding officers of regiments, battalions or staff organizations will prepare lists of soldiers best qualified as to military record and mental and physical attainments and forward the lists to the higher commanders who make the selections of those who will attend the schools.

The demobilization plans for university, college, professional and technical courses in European institutions provide for attendance of officers and soldiers at a moderate personal cost. Leaves of absence or furloughs will be granted to a limited number from each organization of a division, corps and army. Company commanders will forward applications through military channels to the corps school officer.

In addition to selecting the officers and men for attendance at the European universities, the corps school officer will prepare lists of

alternates to insure that each organization has a fair representation. Before leaving to take up his course, each candidate will have to pass an examination or present credentials as to educational work already accomplished.

In the selection of students to pursue advanced studies, special consideration will be given men who interrupted their professional, technical, university or collegiate education to enter the Army.

The work of selecting the teachers for the work in France during the war is now being conducted in the United States by the Army Educational Commission of the Y. M. C. A. These teachers will be drawn from high schools, colleges and universities throughout the States. It is expected also that Army officers will act as instructors in certain branches for which they are fitted by their civil life callings. Instructors from French lycées will continue to teach French. It is estimated that more than 150,000 soldiers are now systematically studying French.

The teaching of English will not be one of the least important features of the new system. As an example of accomplishments in teaching English, many negro stevedores who had never been able to read or write English signed a payroll for the first time last month.

Throughout the whole educational system the effort will be made to serve those soldiers who have not had the opportunity to learn English thoroughly. In general, also, the courses are based on the hope that the Army may return to the United States with a more vivid appreciation of the economic resources and economic and civic problems of their own land.

A study of America and American citizenship is to be woven into the courses."

INDUSTRIAL DEPARTMENT
940.477
587e
940.477 S87E
a39001 008415906b
136370